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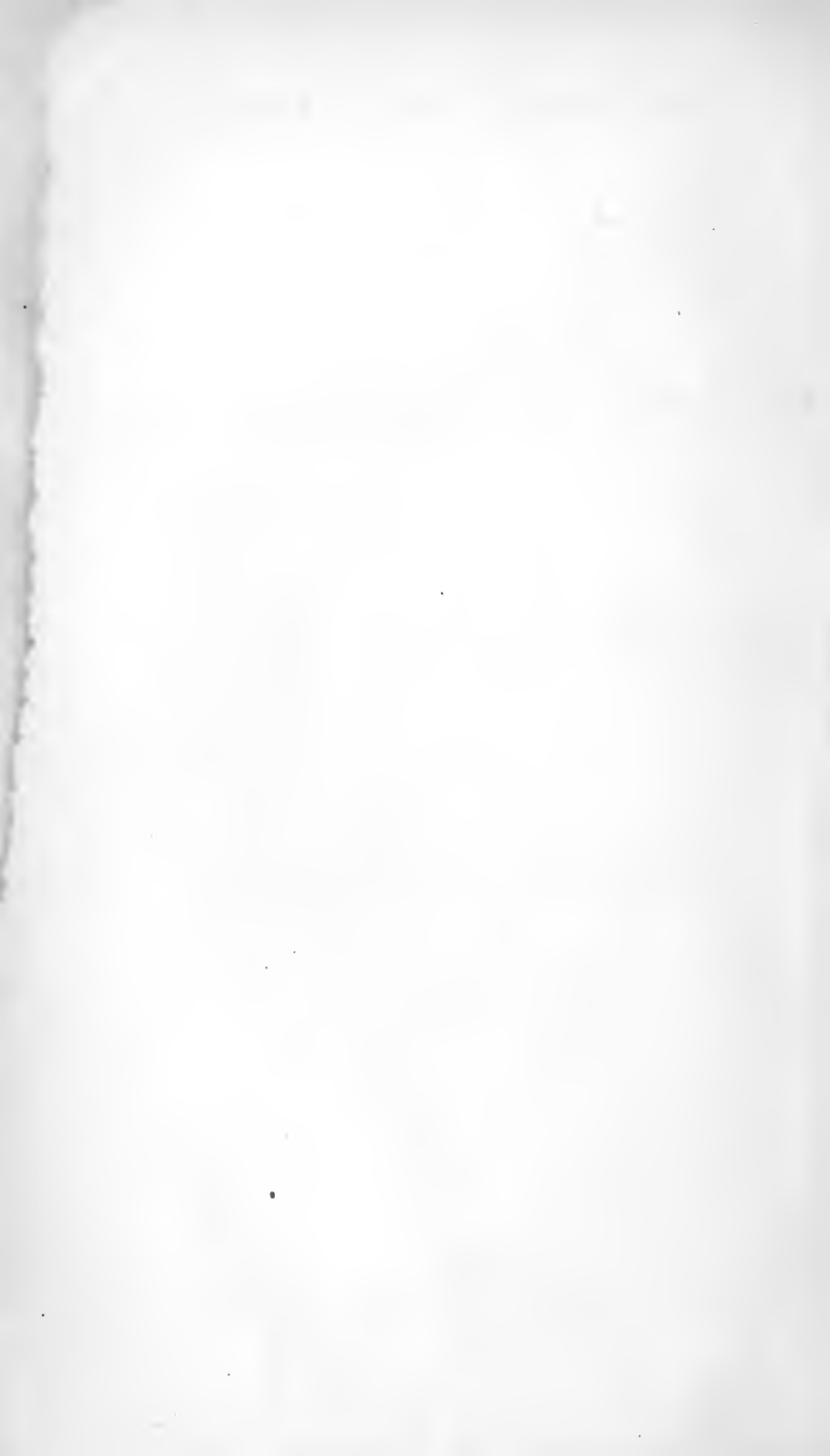
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THIRTY-FOURTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

THIRTY-FOURTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

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# ANNUAL REPORT.

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The Board of Education of the State of Massachusetts submit to the legislature the following as their Thirty-Fourth Annual Report.

The past year has been one of prosperity and advancement in the educational interests of the State. The Teachers' Institutes, under the efficient management of the Secretary and the Agent of the Board, have been well attended and successful.

The quality of teaching is steadily improving, by reason of the employment of an increasing number of graduates of our Normal Schools and higher institutions of learning, and the general directing of attention, by means of institutes and educational publications and otherwise, to the subject of improved methods of instruction. But there is still too much mere routine work on the part of teachers, and servile, unintelligent memorizing on the part of scholars; less of words, and more of thought, is the essence of all improved systems of education.

An important step of progress in our system of public education has been marked by the general introduction of drawing into our schools, and the establishment in the larger towns and cities of special classes for instruction in mechanical drawing, in pursuance of the Act passed at the last session of the legislature.

The benefits anticipated from this measure are twofold. Its economical value is manifest in the important relation which drawing sustains to all branches of the mechanical arts. The ability to make a correct drawing of any machine or product of the industrial arts, or even to understand and use such a drawing, is one of the most important elements of mechanical skill. It is believed that there is no exaggeration in the statement of one of the experts, whose letters to the Board on this subject have been printed by order of the legislature, that from the lack of this

skill our country suffers an annual loss of millions of dollars. This consideration is of special importance in a State whose physical conditions render it inevitable that its wealth, in the future as in the past, should be mainly the product of manufacturing and mechanical industry and skill. But, while the economic value of drawing is thus evident, we should not lose sight of its use as an element of æsthetic culture. Even that slight elementary knowledge of the art which can be taught in the Public Schools will have a strong tendency to develop keenness and delicacy of perception, and a refined artistic taste. Thus our people will be prepared to appreciate those master-pieces of pictorial and plastic and constructive art which genius is ever ready to supply when taste has created a demand. The large number of mechanics, and others, not members of the Common Schools, who have joined the evening classes in drawing where such classes have been established, is an evidence of the popular appreciation of the importance of this art. The Board suggest for consideration the expediency of so changing the statute, that the provisions of its second section may apply to all towns of over five thousand inhabitants, thus diffusing more widely the benefits of a measure so fruitful of good. In view of the difficulty of securing competent instructors for advanced classes, it may become desirable for the State to make some special provision for the education of teachers in this department.

The movement thus initiated in favor of æsthetic culture might be wisely prosecuted by adding music to the list of studies required to be taught in the Public Schools. The importance of music, to the individual and to society, is acknowledged with increasing readiness by all cultivated minds; while it must be admitted that in reference to this art our country is far inferior to most of the nations of Europe. In the best European system of popular education, that of Prussia, music occupies a very prominent place. In the practice of music the children find at once a valuable mental discipline and a delightful and invigorating recreation. The melody of song charms the susceptible emotional nature of the child, and may be made the means of inspiring the mind with the noblest feelings of friendship and patriotism and religion. It cannot be doubted that the general diffusion of musical skill would give additional enjoyment to the home and



social life of our communities, and additional power for good to the services of religion.

The Normal Schools are filled to the limit of their capacity, showing that the well-deserved popularity of these institutions continues. The schools at Bridgewater, Framingham and Salem are perhaps adequate for the present requirements of the eastern part of the State, while that at Westfield serves for the western counties. There is, however, no Normal School easy of access for the inhabitants of the central part of the State; and the Board, therefore, deem it proper to repeat the suggestion, embodied in the last annual report, that a Normal School should be established at an early date in the county of Worcester.

But our Normal Schools, even with the addition of another, could furnish but a small part of the teachers employed in the Public Schools. Very much dependence must be placed on the High Schools of our cities and large towns. It would seem desirable that in the High Schools of the State, as far as practicable, arrangements should be made to furnish, in the last year of the course, special instructions in the theory and practice of teaching. This could be accomplished with scarcely any additional expense, and without impairing the efficiency of the regular curriculum.

The Board are under the necessity of recommending and urging additional appropriations in order to maintain the Normal Schools in the requisite state of efficiency. By the former statute, appropriations for educational purposes, exceeding the income of the school fund, might be paid from any money in the treasury of the State not otherwise appropriated. By the statute of 1870, the clause authorizing this contingent appropriation was repealed, so that expenditures for educational purposes are now limited to the income of the school fund, except as may be provided by special Acts. During the last year a necessary enlargement of the Normal School building at Salem was made, at an expense of twenty-five thousand dollars. By the Act authorizing this work, it was provided that the cost should be paid from the income of the school fund in three annual instalments.

Thus the whole estimated surplus, above the ordinary current expenses of our educational establishments in the years past, is pledged for three years to come. This leaves no provision for increased expenses in connection with a more extended course of study, or for contingencies always liable to occur, such as the

recent blowing off of the roof of one of the Normal School buildings at Framingham, in one of the gales of the past fall. In that case a member of the Board was obliged to become personally responsible for the necessary expense.

But, aside from the expediency of providing a surplus for various contingencies, this appropriation of the income of the fund for future years, to the erection of buildings, which are to constitute a part of the permanent real estate of the Commonwealth, is wrong in principle. The school fund was established to aid in meeting the current expenses of the schools, and to provide means for a continued expansion and improvement of our educational system. For this purpose the wise provisions were enacted, that the principal should never be expended, and that all surpluses should be added to the principal. The measure in question is radically opposite to the liberal and enlightened spirit in which the fund was established, and in which it has generally been administered. Expenses incurred for buildings and other permanent improvements, should be met by other means at the disposal of the State, or directly by additional taxation; not by a measure which must stint the resources and cripple the efficiency of our educational institutions in future years.

Boarding-houses for the students have been established in connection with the schools at Framingham and Bridgewater. The reasons which rendered this measure advantageous and even necessary have been sufficiently discussed in former years. The practical working of these boarding-houses has not disappointed the expectations which were entertained in regard to them. The students have been provided with a comfortable and convenient home, which it would have been impracticable for them to obtain in any other way; while, under the supervision of the teachers and in association with each other, that *esprit du corps* is developed which is becoming to professional students. The cost of erecting these boarding-houses was defrayed from the principal of the school fund, the Act providing that interest on the annual amount should be paid by the students in connection with their board bills. This amounts to a tax of one dollar per week on each student.

It should be remembered that these students are generally poor; that the expenses of an education are necessarily considerable, and that the compensation, especially of female teachers, is very

meagre ; that these students are pledged to teach in the schools of this State, although they may receive more advantageous offers elsewhere ; and that, as the improvement in our Common Schools for the few past years has been largely owing to the influence of the Normal Schools, so our dependence must be upon the present members of the Normal Schools, to carry on the work of progress in the future. Their professional education is, therefore, a public benefit, and it is unjust for the State to impose upon them any burdens, in addition to the necessary expenses of their education. Manifestly they should not be compelled to pay for the real estate of the Commonwealth by a tax which many of them are ill able to bear.

A boarding-house is urgently needed for the Westfield School. The reasons in this case are the same which have been admitted in the case of the Framingham and Bridgewater Schools, and need not, therefore, be re-stated at this time.

The Board recommend, therefore, that the debt on the Salem Normal School-house and the Framingham and Bridgewater boarding-houses be assumed by the State, and that a boarding-house be erected in connection with the Westfield School.

The following considerations furnish additional reasons to justify this recommendation. Private munificence has contributed very largely to the establishment of all the existing Normal Schools, so that the cost to the State has been exceedingly small in proportion to the advantages resulting. The expense of the Normal Schools has also been exceedingly small in comparison with the amounts appropriated for charitable and reformatory institutions. With no disposition to underestimate the importance of these objects, the Board would suggest, that they have no such intimate and vital relation to the general educational system of the State, as is sustained by the Normal Schools. Another most important consideration should be mentioned in this connection. For the past nine years a considerable part of the income of the school fund has been altogether withdrawn from educational purposes. A large amount of the principal is invested in securities bearing five per cent. interest in gold. Only five per cent. in currency has been appropriated to educational purposes, the remainder being retained in the State treasury. By this ingenious speculation the State has made a net gain of about one hundred thousand dollars. But it is obviously unworthy of a

liberal and enlightened Commonwealth, to engage in gold and stock brokerage at the expense of educational institutions, whose efficiency is thereby seriously impaired.

The Board desire to call attention to the great inequality of taxation for educational purposes in the various towns, dependent upon the unequal distribution of property and upon other causes. In the fiscal year of 1869-70 the percentage of taxation for the Public Schools in the different towns varied from .088 to .714 of one per cent. Our educational system belongs not to any particular town, but to the whole State. The interest of the whole population requires that the schools throughout the State should be maintained at a high and uniform standard of excellence. An approximately equal distribution of the necessary burden of taxation would be most in accordance with justice. The Board, therefore, suggest for consideration the question, whether it would not be desirable to raise a portion of the annual expenses of our Common Schools by a State tax, instead of by local taxation.

By the present law attendance at school for three months in each year is rendered compulsory for every child between the ages of eight and fourteen, except in certain special cases, while the towns are required to maintain their schools at least six months in the year.

The Board recommend that the statute be changed, so as to require attendance for the whole period at least, during which schools are required to be maintained, believing that attendance upon the schools should be compulsory for the child, for the same term in which the maintenance of the school is compulsory for the tax-payers. Since the only hope of security and prosperity for a Republic rests in the virtuous intelligence of its citizens, the rightfulness of compulsory education is generally admitted. *Salus populi suprema est lex.* The necessity of enforcing this right arises from the existence in our community of a large and growing class of persons, not only ignorant themselves, but only too willing to keep their children in ignorance, for the sake of the pittance which may be earned by unskilled juvenile labor.

But it is needless in this connection to defend the principle of compulsory education; it is recognized in the present law, so there can be no objection on that ground to the proposed change. The system would thus be more consistently carried out, and the

schools would be freed from one of the most troublesome sources of irregularity.

The usual accompanying documents are herewith transmitted. The report of the Secretary will be found to contain many important facts and suggestions, some of them illustrating and confirming views which have been briefly presented in this Report. The selections from the School Committees' reports, prepared with excellent judgment by the Secretary, and the statistical tables, compiled with great care by the Assistant-Secretary, comprise a mass of interesting and valuable information with reference to the educational interests of the Commonwealth.

We commend these documents to the consideration of the legislature.

WILLIAM CLAFLIN.  
JOSEPH TUCKER.  
WILLIAM RICE.  
EMORY WASHBURN.  
SAMUEL T. SEELYE.  
JOHN D. PHILBRICK.  
DAVID H. MASON.  
HENRY CHAPIN.  
ALONZO A. MINER.  
GARDINER G. HUBBARD.

## REPORTS OF VISITORS OF THE NORMAL SCHOOLS.

## FRAMINGHAM.

The statistics of the Framingham Normal School for the year 1870, are as follows:—

Graduates for winter term, 1869-70,	.	.	.	.	14
Graduates for summer term, 1870, .	.	.	.	.	14
Pupils who left without graduating,	.	.	.	.	23
Senior class winter term, 1870-71, .	.	.	.	.	13
Second class, . . . . .	.	.	.	.	18
Third class, . . . . .	.	.	.	.	28
Fourth class, . . . . .	.	.	.	.	41
					<hr/>
Total, . . . . .	.	.	.	.	151
Number admitted February, 1870, .	.	.	.	.	35
“ “ September, “ . . . . .	.	.	.	.	34
Average age of those admitted in February, .	.	.	.	.	18.25 yrs.
“ “ “ “ September, .	.	.	.	.	18.1 “

There are nine States represented, as follows: Maine, 1; New Hampshire, 6; Vermont, 1; Massachusetts, 133; Rhode Island, 2; Connecticut, 1; New York, 6; South Carolina, 1.

Five counties of Massachusetts are represented: Middlesex, 62; Worcester, 60; Norfolk, 5; Suffolk, 5; Bristol, 1.

The towns represented are,—

Framingham, 19; Westborough, 12; Marlborough, 9; Newton and Natick, each 7; Milford, 6; Boston, 5; Pepperell, Worcester and Southborough, each 4; Northborough, Brookfield, Grafton, Blackstone, Needham and Stoneham, each 3; Dana, Clinton, Holliston, Concord, Winchendon, Acton, Watertown and Mendon, each 2; Cambridgeport, Hubbardston, Ashland, Bolton, Gardner, Wayland, Webster, New Braintree, Millbury, Milton, Medfield,

New Bedford, Fitchburg, Berlin, Barre, Sterling, Chelsea, Sturbridge, Holden, Charlestown and Leominster, each 1.

The occupations of the parents are,—

Farmers, 47 ; mechanics, 25 ; traders, 17 ; agents and shoemakers, each 6 ; ministers, 5 ; blacksmiths, 4 ; machinists, lawyers, manufacturers, tailors and laborers, each 3 ; gardeners, musicians, dentists and doctors, each 2 ; artists, painters, bakers, butchers, printers, book-keepers, miners, cashiers, tanners, overseers, clerks, weavers, sea-captains, architects, piano-forte makers, naval officers, teachers and coppersmiths, each 1.

At the close of the summer term the school lost the valuable services of Miss Moore, and Miss Julia C. Clarke was appointed in her place. Miss Tenney's connection with the school ceasing at the same time, Miss C. H. Osborne was appointed teacher of music for the present term.

Miss Hyde who had been absent from school during the spring term, on account of her health, returned in the fall, but as after a month's trial she was unable to retain the care of all her classes, Miss Emily Bullard has taken a part of them for the present term.

During the year lectures have been delivered by Hon. Emory Washburn, Hon. Joseph White, and Prof. W. P. Atkinson. Public documents have been received for the library from Hon. George S. Boutwell, and Hon. Charles Sumner.

The new rooms in the school buildings were ready for occupation at the beginning of the spring term. They are found to be very convenient and satisfactory. The boarding-house was opened at the same time. It was not, however, fully completed. The contractor became embarrassed, and your Committee were compelled to take possession of the buildings under the contract and finish the work. This caused great trouble and delay. The finishing and furnishing of such a house with everything to render it fit for occupation was no small undertaking. Your Committee also met with other great and unexpected difficulties. During the early summer the ground was so full of water that we were compelled to drain the cellar before we could use the gas and heating apparatus, and it was found impossible even then to get rid of all the surplus water. Later in the season, when the drought came on, the spongy soil became perfectly dry and the

moisture departed from the hill, our wells and cisterns utterly failed, and we have been unable to sink wells deep enough to procure a supply of water for the use of the school.

There appears to be no hope of obtaining a sufficient supply from any other source than the river, and how it can be accomplished from that source is a problem yet to be solved. While the elevated situation of the school is very favorable for the enjoyment of pure air and a beautiful prospect, the expenses of sustaining it are thereby greatly increased.

The boarding-house is nearly filled with boarders, although it has not been in a finished and settled condition till within a few weeks. The inconveniences were so numerous and the incidental expenses so great during all the first term that it seemed unjust to require the young ladies to add to the price of board a sum necessary to pay the interest of the loan according to the conditions on which it was granted. The actual cost per week was \$3.75 for each pupil, or \$76 for the term. We hoped the present term would prove more satisfactory, but with the utmost economy we find the incidental expenses have been so great that the price of board cannot be reduced. If we add to this the interest due on the loan it will be more than the pupils can pay.

But few of the young ladies come from homes of affluence. Some of them find here perhaps for the first time the substantial comforts of life. Full of zeal and energy they are determined to become teachers in our Public Schools. We rejoice to see them together on equal terms in a good house, comfortable and happy. But if to the cost of living we must add the interest of the loan, the boarding-house cannot be continued, and must be disposed of under the law. The institutions of charity and reform are supported from the treasury. It is for the legislature to say whether these young ladies, without means, while preparing to teach in the Public Schools for inadequate salaries, shall be charged by the Commonwealth six per cent. interest on the cost of the house they occupy in addition to the cost of their living. This loan came from the school fund, which has been increased many thousands of dollars by the surplus saved by this Board from the moiety of the fund devoted to educational purposes. To erect this building we have borrowed only a part of what we have saved, not from the treasury but from the school fund, and would gladly pay the interest if it would not become oppressive to the class of persons



we hoped to favor. We do not complain of the terms on which this loan was made. They were freely accepted by the Board. But it was an experiment, and we have tried it in the school with its limited number of boarders and find it will not succeed. We cannot help remembering that while these noble girls are required to pay six per cent. interest on this loan to the school fund, the Commonwealth itself has borrowed from that very fund more than half a million of dollars, and while she justly glories in having paid all her other creditors full interest in coin, she has paid this fund only five per cent. interest in currency, and there is yet justly due in the difference between currency and coin alone more than one hundred thousand dollars.

We respectfully ask this Board to present this subject to the legislature at an early day, so that it may be determined before the end of the present term whether the house shall be closed. Other Normal Schools need boarding-houses, and if they can be afforded without the payment of interest they will greatly increase their usefulness. We trust that the legislature will not withhold any of the bounty due to others, but will remember with just consideration these daughters of the Commonwealth.

The demand for trained teachers was never greater, nor were their services ever more valuable to the State.

We are called upon to extend the means of practical education. The training of skilful teachers is the first step of progress. We ask nothing for ourselves. We ask that the children of the State, standing upon the same platform, may be educated at the public expense, in the best way, to honor themselves and the Commonwealth.

D. H. MASON.  
EMORY WASHBURN.  
HENRY CHAPIN.

## S A L E M .

The work of this school has gone on uninterruptedly notwithstanding its change of rooms and the recent illness of its able Principal. In accordance with the grant made by the legislature last year and the authority given by this Board, the alterations and enlargement of the Normal School building were put under contract, mainly in accordance with the plans which the Board had approved, and for a sum, including the recompense of the architect, somewhat within the appropriation. The work is in a good state of forwardness. The exterior of the building is substantially completed. The roof is on, the towers are finished, and the windows of the roof are in place. It is much improved in appearance, and promises to be quite satisfactory. The stairs are not yet in, but the partitions are all in place, and the work throughout is ready for the plasterer.

The authorities of Salem have given every facility for the furtherance of the interests of the school during its revolutionary period. Not only have they donated the land requisite for the enlargement of the building, but they have generously furnished accommodations for the school sessions in a building but a few steps distant.

I regret to state that the Principal, Mr. Hagar, on account of sickness, has been obliged to relinquish his labors for the present, having been confined to his house for several weeks. Overwork produced great nervous prostration, banishing sleep, and making rest imperative. Having somewhat improved, he has yielded to the counsel of his physician and left Salem, intending to spend some weeks out of New England, journeying as far south perhaps as Washington. It is hoped he will at length return to his post, restored in health, and strengthened for his onerous duties.

On a recent visit to the school, I find everything going smoothly on notwithstanding the absence of the Principal, and no doubt the term will be brought to its usual successful close.

The statistics for the year 1870, are as follows :—

1. The whole number of pupils since the opening of the school Sept. 13, 1854, is 1,372.

The number in attendance during the first term of the year, 155; during the second term, 159; number of different pupils during the year, 210.

Class admitted, Feb. 17, 1870, 31; average age, 18.11 years. Class admitted, Aug. 30, 1870, 57; average age, 17.7 years.

2. Of the 88 pupils admitted in 1870, Salem sent 14; Lowell, 9; Lynn, 5; Peabody and Saugus, 4 each; East Boston, Malden and North Reading, 3 each; Charlestown, Georgetown, Haverhill, Marblehead, North Andover, Topsfield, Wakefield, 2 each; Andover, Beverly, Brookfield, Chelsea, Danvers, Boston, Fall River, Fitchburg, Ipswich, Kingston, Lynnfield, Methuen, Nantucket, Newburyport, Tewksbury, Swampscott, Gloucester, Winchester, 1 each. New Hampshire sent 10; New Jersey, 1.

Of the 207 pupils present during the year, Essex County furnished 112; Middlesex, 43; Suffolk, 14; Norfolk, 4; Nantucket, 3; Worcester, 3; Barnstable, 2; Bristol, 2; Plymouth, 2.

3. The fathers of the pupils admitted during the year, are, by occupation, as follows: Farmers, 18; carpenters, 14; shoemakers, 8; merchants, 4; clergymen, hack drivers, overseers, 3 each; machinists, sea-captains, shoe manufacturers, shoe cutters, travelling agents, 2 each; artist, broker, book-keeper, civil engineer, cotton manufacturer, cooper, furnishing undertaker, gardener, heeler, inspector, jeweller, lawyer, leather dealer, mason, nursery man, painter, photographer, physician, policeman, printer, publisher, ship-builder, ship-joiner, storekeeper, surgeon, 1 each.

4. Of the class admitted in February, 7 had taught school; of the class admitted in August, 9; total, 16.

5. Number that graduated in January, 19; number that graduated in July, 27.

6. Whole number of graduates of the school is 602.

7. Number of pupils in the several classes during the first term of the year: advanced class, 8; class A, (senior,) 29; class B, 25; class C, 56; class D, 37.

Number during the second term, advanced class, 6; class A, 19; class B, 49; class C, 31; class D, 54.

8. Thirty-two different pupils have received State aid during the past year; and twenty-two from the income of the Bowditch Fund.

9. One hundred and thirty-two volumes have been added to

the library. The class that graduated in January, 1870, generously added twenty-five volumes to the library of general literature.

The present disturbed state of the building renders the library and apparatus relatively unavailable ; but on returning to the enlarged and renovated edifice, the school will not only find itself in the enjoyment of better accommodations than ever before, but will enter, it is believed, upon a season of greatly increased usefulness.

All of which is respectfully submitted.

A. A. MINER, *Visitor*.

## BRIDGEWATER.

The Visitors of this school take pleasure in reporting that its condition is highly satisfactory. Its improvement within three or four years past has been very marked. In saying this it is not intended to disparage in the slightest degree its previous record. There has never been a period in its history when it has not been a school of high excellence. It has justly merited its reputation for imparting solid instruction and thorough training, rather than superficial and showy accomplishments. But its recent record is peculiarly gratifying, and the year just past has been, without doubt, its most successful and prosperous year, in all respects. The subjoined table presents a summary of its statistical history during the past decade, the period during which it has been under the charge of its present faithful and able Principal. From this table it appears that the whole number admitted during the past year was 103, a number larger by twenty-four than that of any other year in the ten. During the term of the spring and summer the attendance was 136, and during the present term it is 142, the whole number of different pupils attending during the year reaching as high as 191. Ten young men and thirty-seven young women (forty-seven in all), have received the diploma of graduation. These numbers, which have no precedent in the history of the school, have not been secured by lowering the standard of requirements for admission or promotion. It is believed that they are mainly due to the improvements in the accommodations of the pupils, and in the instruction and management of the school.

There has been no change in the regular corps of teachers during the past three years: Albert G. Boyden, A. M., Principal; George H. Martin, Albert E. Winship, Eliza B. Woodward, Alice Richards, and Mary H. Leonard.

They all deserve the warmest approbation for their earnest and unremitting efforts for the promotion of the best interests of the school. Mr. Boyden has superintended and directed all the operations of the school with his usual wisdom and firmness, and his associates have coöperated with him in carrying out all his plans with the utmost harmony and cordiality. These teachers are

eminently progressive, as all Normal teachers should be ; their growing ability is evident in the fact that during the past year their work has been larger in amount and better in quality than it has been in any previous year. Miss Mary A. Currier has been employed two days in each week during the past two years in teaching reading and elocution, with the most satisfactory results.

The statistics for the year 1870, and the nine years preceding, are as follows :—

	1861.	1862.	1863.	1864.	1865	1866.	1867.	1868.	1869.	1870.
Admissions, . . .	64	58	62	40	57	43	46	75	79	103
Young men, . . .	29	26	18	10	15	16	11	18	23	16
Young women, . . .	35	32	44	30	42	27	35	57	56	87
Average age on admission, .	19.5	20.3	20.1	19.2	19.7	19.9	18.8	19.9	19.8	18.9
Young men, . . .	19.5	20.1	21.8	19.3	22.6	21.7	19.8	20.6	20.2	20.8
Young women, . . .	19.5	20.4	19.4	19	18.7	19.	18.5	19.3	19.6	18.6
Had previously taught, .	21	23	24	20	38	14	19	36	32	38
Young men, . . .	7	10	11	3	11	5	3	9	3	7
Young women, . . .	14	13	13	7	27	9	16	27	29	31
Pupils in attendance—										
Spring and summer term,	83	94	85	86	77	78	77	84	121	136
Fall and winter term, .	87	79	79	60	80	75	78	109	130	142
Different pupils for the year,	114	112	115	101	105	100	101	127	162	191
Young men, . . .	54	51	37	27	27	27	28	32	43	43
Young women, . . .	60	61	78	74	78	73	73	95	119	148
Graduated during the year, .	33	33	37	32	22	10	26	26	35	47
Young men, . . .	14	15	15	10	4	3	5	9	9	10
Young women, . . .	19	18	22	22	18	16	21	17	26	37
Pupils receiving State aid, .	36	41	38	32	16	28	46	45	48	56
Young men, . . .	21	20	13	8	1	10	19	16	15	19
Young women, . . .	15	21	25	24	15	18	27	29	33	37

Number admitted since the commencement of the school, . . . 1,840

Number of graduates since the commencement of the school, . . . 1,109

Of the 103 pupils admitted in 1870, Bridgewater sent 8 ; Randolph, 6 ; Stoughton, 5 ; New Bedford and Swansea, 4 each ; Braintree, Middleborough, Dennis and Yarmouth, 3 each ; Boston, Attleborough, Taunton, Fairhaven, Fall River, Sturbridge, West Bridgewater, Easton, Westport, Freetown and Scituate, 2 each ;

Reading, Brookfield, Medway, Newton, Provincetown, North Bridgewater, Berkley, Orleans, Tyngsborough, Abington, Southbridge, Medfield, Eastham, Leominster, Hopkinton, Hanson, Royalston, Cambridge, Foxborough, Northfield, Holden, E. Bridgewater, Chelsea, Acushnet, Stoneham, Lowell, Carver, Duxbury, 1 each ; Tuftonboro, Milford, Guilford, Rye, Peterborough, Newport, Windham (N. H.), Monroe (O.), Rutland, Brandon (Vt.), Carbondale (Ill.), Kingston, Woonsocket (R. I.), Georgetown (Texas), 1 each.

The occupations of their fathers are given as follows : Farmers, 29 ; mechanics, 29 ; merchants, 8 ; sea-captains, 6 ; traders, 5 ; clergymen, 3 ; teachers, 3 ; agents, 3 ; laborers, 3 ; shipbuilders, 2 ; seamen, 2 ; printer, architect, custom-house officer, manufacturer, express agent, jeweller, shoe-dealer, stable-keeper, hotel-keeper, butcher, 1 each.

Of the 191 pupils in attendance during the year, Plymouth County sent 48 ; Bristol, 30 ; Norfolk, 25 ; Barnstable, 18 ; Middlesex, 14 ; Worcester, 13 ; Suffolk, 9 ; Essex, 3 ; Dukes, 3 ; Franklin, 1 ; Nantucket, 1. The State of New Hampshire sent 14 ; Vermont, 2 ; Rhode Island, 6 ; New York, Ohio, Illinois and Texas, 1 each.

Eight of the United States, eleven counties and sixty-five towns of this State, have been represented by the pupils during the year.

At the commencement of the fall term an advanced class was formed who have entered upon the supplemental course of study recently provided by the vote of the Board. The corps of teachers has been increased by the employment of Mr. Francis H. Kirmayer, a graduate of the University of Munich, as teacher of French and Latin.

The school has been favored during the year with valuable lectures from Hon. Joseph White, Secretary of the Board of Education, and G. G. Hubbard, Esq., of the Board of Visitors.

Donations to the cabinet have been made by Dr. George B. Emerson, of Boston ; Messrs. Walter Hoxie, of Newburyport ; Benjamin P. Higgins, of Eastham ; William M. Sawin, of Chelsea ; Leonard Keene and George H. Martin, of Bridgewater.

Additions to the library have been contributed by Hon. Joseph White, Secretary of the Board of Education ; Hon. Henry Wilson and Hon. Charles Sumner ; and Prof. Benjamin Peirce, Superintendent of U. S. Coast Survey.

The boarding hall has proved a most important auxiliary in the work of the school. Since its erection the pupils have been more constant in attendance, have enjoyed better health, and have done more and better work. It has now been in successful operation more than a year. The young ladies boarding in the hall have had *good rooms and good board* at a cost of \$75 a term of twenty weeks, or \$3.75 a week. This rate is in full for rent, fuel, light, washing, and board. The young men who rent rooms in private houses and take their meals at the hall, have had table board at a cost of \$57.50 a term of twenty weeks, or \$2.875 a week. The young ladies have boarded in the hall at \$1.25 a week less than they had before paid in private families. The interest on the cost of the hall has been paid into the State treasury at the rate of \$1,590 a year. The State might well afford to furnish the use of the boarding hall free of all rent or interest, considering that most of the pupils who occupy it are preparing themselves for the most important service to the State, with extremely limited means at their command. It is respectfully suggested that it would be better for the interests of the school if the State should withdraw the direct pecuniary aid now granted the pupils, and in its stead should provide a boarding hall, free of rent, sufficient in size to accommodate all the pupils who desire to board in town.

Although the boarding hall has proved a successful experiment, in respect to both convenience and economy, yet in respect to size it has turned out to be wholly inadequate to the wants of the school. The demand for increased boarding accommodations is to-day as urgent as it was when the present building was commenced. This pressing want is due to the largely increased numbers of the school as shown in the statistical table already presented. The number of pupils in attendance the present term is greater than ever before, and they are provided for in respect to board as follows;—

Number of pupils,	.	.	.	36 gentlemen ; 106 ladies.
boarding at home,	.	.	.	7 " 24 "
boarding in town,	.	.	.	29 " 82 "
boarding in families,	.	.	.	4 " 16 "
boarding by themselves,	.	.	.	1 " 12 "
taking meals at the hall,	.	.	.	24 " 54 "
having rooms at the hall,	.	.	.	— " 54 "



After deducting those boarding at home there remain 111 to be boarded in town, 54 of whom have rooms at the hall, leaving 57 to find rooms in private houses. At the commencement of the present term 46 young women were admitted to the school, 16 of whom, desiring to board in the hall, were obliged to find board in families. Those now outside and wishing to come in will fill the hall, so that there will be no room whatever for the new class next term. Should this class be as large as the last, and we may expect it will be, it is difficult to see where they are to be accommodated. The pressure for rooms and board will be as great as it was before the boarding hall was erected. In one respect the case is even worse than formerly, because these pupils boarding in families have to pay more for board than those at the hall, which makes the disappointment in not getting quarters at the hall harder to bear. In view of these circumstances the Visitors would respectfully suggest to the Board the expediency of taking steps to secure an appropriation from the State for an immediate enlargement of the boarding hall. An addition to the south end might be made which would accommodate sixty-five or seventy more pupils.

The increase of the school not only demands an extension of the boarding hall, but it requires also additional accommodations in the school building. The present edifice was the first building for Normal School purposes erected in the State, and it was originally designed for only eighty pupils. It was enlarged in 1861 so as to furnish accommodations for 120 pupils. By covering the floor of the main room with extra desks 142 pupils are now furnished with seats. The room is thus crowded so as to obstruct the movements of the school. In consequence of the large number of persons in the room, the air speedily becomes unfit for breathing. The only practicable remedy for this evil is to open the windows, thereby subjecting the pupils to chilling drafts of air. The school greatly needs a room that is larger in area and higher studded. The present building is also greatly deficient in the number and character of its class-rooms. There are only five in all, while there are seven classes or divisions of pupils, which, were the accommodations adequate, might frequently take their lessons with advantage at the same hour. The want of a sufficient number of class-rooms has been a serious hindrance of the school work during the past year. A larger class-room than

the building now contains is needed, with the requisite fittings for philosophical experiments, into which a whole class could be taken. Some of the more important principles of physics cannot now be illustrated for want of such a lecture-room. A better room for chemical experiments is also needed. For the purpose of facilitating instruction in natural history, still another room is needed, where a museum of specimens illustrating the sciences of mineralogy, geology, botany and zoölogy might be so arranged as to be accessible to classes of pupils. And again, a room should be provided especially adapted to instruction in drawing, a branch of education which deserves much more attention than has as yet been bestowed upon it in our Normal Schools. Finally, the dressing-room for the young ladies ought to be enlarged, the present room being too small to afford room for a separate clothes-hook for each pupil. All the rooms need more thorough ventilation than they now have. The class-rooms require additional furniture, as it is now found necessary frequently to carry settees from one room to another to accommodate the larger classes. The supply of the wants here indicated would greatly add to the efficiency and success of the school. The school certainly deserves an edifice more complete in its internal provisions and more imposing in its external appearance.

The first cost of the building to the State was less than \$3,000, and its enlargement cost only the modest sum of \$4,500. The special appropriations have been few and insignificant in amount. The school is now only *second* of our four, in numbers attending, while in the quality and number of its graduates its record is not inferior to that of any of the other schools. Each of the other Normal buildings has been enlarged a second time. This school has always had the cheapest building and furnishings of any of our State Normal Schools.

The main roof of the present building needs new shingles, the whole edifice needs painting inside and out, and new heating apparatus will soon be required. *From all these facts we conclude that the building ought to be immediately enlarged, and that the present is a favorable time to undertake the work.*

The Principal, who has given the subject the most thorough and careful consideration, has suggested a practicable and economical plan for the enlargement. It consists in adding another story, with an observatory on the centre. The large school-room needed

could be made in the added story, and the second story could be so divided as to afford the other additional rooms required. It is supposed that this enlargement and improvement of the school accommodations would cost only the moderate sum of \$13,000, and that the extension of the boarding hall would cost about \$25,000.

The proper furnishing of the school premises requires that a new fence be erected on the front line of the lot, and on the upper side. This fence should be built of iron.

Respectfully submitted.

JOHN D. PHILBRICK, *Visitor*.

## WESTFIELD.

The Visitors of the Westfield Normal School are gratified to report that the past year has been one of unequalled prosperity. The number of pupils has been large, and they have maintained a high character for faithfulness and devotion to study, and for earnestness and enthusiasm in the prosecution of their work.

The statistics for the year are as follows:—

The whole number in attendance during the year—

Ladies, . . . . .	146
Gentlemen, . . . . .	21
Total, . . . . .	167

Of this number Hampden County furnished 45; Hampshire, 32; Berkshire, 25; Franklin, 18; Worcester, 9; Essex, 2; Suffolk, 1; Connecticut, 12; New York, 4; New Jersey, 3; Rhode Island, 3; Vermont, 2; Pennsylvania, 2; Indiana, 2; Maryland, 1; Ohio, 1; Kansas, 1.

The number of graduates at the close of the fall and winter term, was—

Ladies, . . . . .	15
Gentlemen, . . . . .	2
Total, . . . . .	17

Number at the close of spring and summer term—

Ladies, . . . . .	35
Gentlemen, . . . . .	3
Total, . . . . .	38

Whole number of graduates—

Ladies, . . . . .	50
Gentlemen, . . . . .	5
Total, . . . . .	55

Number of entering classes during the year—

Ladies, . . . . .	64
Gentlemen, . . . . .	9
Total, . . . . .	73

## Average age of those in entering classes—

Ladies, . . . . .	18 yrs. 9 mos.
Gentlemen, . . . . .	21 “ 5 “
General average, . . . . .	19 “ 1 mo.

## Number of those who have received State aid in the fall and winter term—

Ladies, . . . . .	55
Gentlemen, . . . . .	6
Total, . . . . .	— 61

## In the spring and summer term—

Ladies, . . . . .	55
Gentlemen, . . . . .	4
Total, . . . . .	— 59

All the old board of able and efficient teachers remain, with the exception of Miss Mitchell, who was compelled to resign her position on account of ill health. The Board of Visitors exceedingly regretted the loss of a teacher who had been so eminently successful. They have been fortunate, however, in securing the services of two able and accomplished teachers, in addition to the old corps of instructors, whose labors thus far give assurance of permanent success. One of them, Miss Prentice, has charge of the Department of Modern Languages; the other, Miss Tobie, of the Departments of Ancient Languages and of Elocution.

Mrs. George Walton has given gratuitous instruction in reading the past year with great success. She is an accomplished teacher of reading, and her services have been highly appreciated by the pupils.

Miss Kingsley, of the School of Observation, has taught the singing in the Normal School, and her ability and enthusiasm have excited a great interest in her class.

A society has been formed, consisting of the two upper classes in the school, whose object it is to hold independent discussions on practical questions connected with the teacher's work, and to put to the test the theories taught in the classes. This society has a reading-room where may be found the current educational literature of the day, besides many standard educational works. The result of the labors of this association will be to give a more practical turn to the class work. About \$72 has been contrib-

uted by members of the school to aid in supplying the reading-room with books.

Additions have been made to the cabinets by Messrs. Greenough and Scott, who are unwearied in their efforts to secure the means to illustrate their lectures and class work, and to build up their several departments.

Our thanks are due, also, to Mr. F. A. Holcombe, of Grand Rapids, Mich., and to Miss E. L. Wellman, of Chester, Mass., for generous gifts to our cabinets.

Mr. Hedges, of Westfield, has placed in the cabinet a large collection of land shells, to be used by the students for a term of years, in preparing their lessons in natural history. It is hoped that the Visitors will be able, before this term of years expires, to purchase the collection and secure it to the Institution. The thanks of the Visitors are hereby tendered to Mr. Hedges for the temporary loan.

The advanced course of study has been inaugurated the present year. The additions to the corps of instructors have been made with special reference to this department of the school, and a large increase in the number of pupils pursuing this advanced course is expected the coming year.

The school is in great need of additional apparatus. There has never been an extensive supply in any department, and the various articles which compose the small assortment are used so constantly that they are rapidly wearing out.

We need also books of reference. But the great need of the school at the present time is a boarding-house for the pupils. With the exception of those whose homes are in Westfield, none of them can board at home. The high price of board has deterred many who live in the western rural districts of the State from availing themselves of the advantages of the school. Those who are dependent upon their own resources for defraying their expenses at school, and who expect small salaries after their graduation, are now as completely deprived of a professional training as they would be if there were no free Normal School opened by the State to receive them. The result is, that the rural districts do not send many to the Normal Schools, nor do many leave the Normal Schools to teach in the rural districts. It is of little consequence that free normal instruction is provided, if that instruction is still beyond the reach of those who would avail themselves

of it. If the rural districts of the State are provided with trained teachers, the pupils that are to make these teachers must first enter the Normal School from these districts. As a general rule these pupils cannot defray the expenses of attending the Normal School ; therefore a large portion of Western Massachusetts must fail to experience the benefits arising from Normal instruction. There are now many ways open to young men and young women by which they may secure a better compensation for their labor than is received by a majority of those who teach in the Common Schools ; and there is no labor so exhausting to physical and mental power as school teaching.

For these reasons stronger inducements than are now offered must be presented to influence the best young men and women, in sufficient numbers, to enter the profession of teaching, and especially to secure a professional training for their work. A boarding-house in connection with the Westfield Normal School is therefore now a necessity, as the great item of expense in attending the school is for board. This house should be completed if possible by the fall term. Seventy-five thousand dollars will probably be needed to purchase a lot, and erect and furnish such a house as the school requires.

This sum may seem large ; but we claim that it is true economy for the State to appropriate at the outset what may be necessary to erect a substantial building sufficiently large to meet the wants of the school for years to come, rather than to erect a contracted and cheap structure which may need to be enlarged and repaired before it is scarcely completed. The experience of the past year at Bridgewater ought to teach us wisdom for the future. A comparatively small appropriation was asked, and a boarding-house was erected, which was supposed to be sufficiently large for the wants of the school. It was immediately filled to its utmost capacity. There is no room for the incoming class, and we shall be compelled to go before the legislature the present session and ask for an appropriation to enlarge the building. It is hoped by the Visitors that the Board will recommend an appropriation which will be ample for the erection of such a building at Westfield as will meet the wants of the school for years to come, as well as the pressing exigency of to-day.

WILLIAM RICE.  
S. T. SEELYE.

*Statement of Expenditures for Normal Schools, Teachers' Institutes, State Aid by the Board of Education.*

APPROPRIATIONS FOR NORMAL SCHOOLS.

1870.			1870.	Appropriation for support of Normal Schools, .	\$42,500 00
Framingham School,—	Annie E. Johnson, Principal, salary,	\$2,500 00	\$9,222 51		
	Salaries of Assistants, . . . . .	5,613 98			
	Contingent expenses, . . . . .	1,108 53			
Westfield School,—	John W. Dickinson, Principal, salary,	\$3,000 00	11,545 11		
	Salaries of Assistants, . . . . .	6,758 75			
	Contingent expenses, . . . . .	1,286 86			
	School of Observation, . . . . .	500 00			
Bridgewater School,—	A. G. Boyden, Principal, salary,	\$3,000 00	10,655 50		
	Salaries of Assistants, . . . . .	6,604 39			
	Contingent expenses, . . . . .	1,051 11			
Salem School,—	D. B. Hagar, Principal, salary,	\$3,000 00	9,960 98		
	Salaries of Assistants, . . . . .	6,416 68			
	Contingent expenses, . . . . .	544 32			
	Balance of Appropriation in State Treasury, . .		\$41,384 10		
			1,115 90		
			\$42,500 00		\$42,500 00

APPROPRIATIONS FOR STATE AID.

1870.		1870.	Appropriation, . . . . .	\$4,000 00
June —, State Treasurer's check—	To A. E. Johnson for Framingham School, . . . . .	\$500 00		
	D. B. Hagar for Salem School, . . . . .	500 00		
	A. G. Boyden for Bridgewater School, . . . . .	500 00		
	J. W. Dickinson Westfield Normal School, . . . . .	500 00		



### TREASURER'S REPORT.

1871.	State Treasurer's check—			
Jan. 7,	To A. E. Johnson for Framingham School,	•	•	\$500 00
	J. W. Dickinson for Westfield School,	•	•	500 00
	A. G. Royden for Bridgewater School,	•	•	500 00
	E. M. Dodge for Salem School,	•	•	500 00
				\$4,000 00
				\$4,000 00

## INCOME OF TODD FUND.

1871. Jan.		1871. Jan. 5,	Cash received from State Treasurer,	\$750 00
	Credited to Framingham School for music and lectures,	\$225 00		
	Westfield School for music and lectures,	150 00		
	Bridgewater School for music and lectures,	225 00		
	Salem School for music and lectures,	150 00		
		<hr/> \$750 00		\$750 00

TEACHERS' INSTITUTES.

1870.	1870.	Received from State Treasurer,	\$2,800 00
May 12,	Paid Institute at Newburyport,	\$30 00	
3,	at Beverly,	340 00	
Oct. 10,	at Natick,	335 00	
23,	at Montague,	275 00	
31,	at North Dana,	280 00	
7,	at Blackstone,	300 00	
Nov. 14,	at Monson,	290 00	
29,	at Charlemon,	270 00	
	for advertising,	45 00	
	for incidentals,	92 10	
	State Treasurer,	100 00	
	Balance,	442 90	
		\$2,800 00	\$2,800 00

*Statement of Expenditures for Normal Schools, &c.—Concluded.*  
BRIDGEWATER.—GRADING SCHOOL LOT.

1870. Sept. 10,	Paid A. G. Boyden, Principal, Balance in State Treasury;				1870. Sept. 24,	Appropriation in hands State Treasurer, .	
					\$299 94 06		\$300 00
					\$300 00		\$300 00

WESTFIELD—SCHOOL BUILDING, ROOF, FURNITURE, &c.

1869. Oct. to Dec.	Paid for globe, freight and charges,				1870. Mar. 18,	Appropriation, . . . . .	
					\$224 73		\$2,221 35
					1,650 12		
					346 50		
					\$2,221 35		\$2,221 35

COMPLETION OF BOARDING-HOUSE AT BRIDGEWATER.

1870. Sept. 10,	Paid A. G. Boyden for bills presented, on the order of J. D. Philbrick, Visitor, . . . . .				1870. Feb. 24,	Received loan from School Fund, . .	
					\$1,500 00		\$1,500 00

Of the foregoing accounts it is only those relating to the Todd Fund, Teachers' Institutes, and the completion of the boarding-house at Bridgewater, for which the Treasurer of the Board is responsible. In the others, by virtue of a new arrangement in the Auditor's office, the payments are made by the State Treasurer on presentation of the proper bills and vouchers to the Auditor. As the accounts are not closed which relate to the completion of the boarding-house and the enlargement of the school building at Framingham, and also the enlargement of the school building at Salem, it has been deemed best to defer the printing of any statement until it can be made complete.

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FOURTH ANNUAL REPORT

OF THE

CLARKE INSTITUTION FOR DEAF-MUTES.

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# CLARKE INSTITUTION FOR DEAF-MUTES, AT NORTHAMPTON.

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## Members of the Corporation.

GARDINER G. HUBBARD, Boston, *President*.  
 HIS EXCELLENCY WILLIAM CLAFLIN, Newton, *Vice-President*.  
 JAMES B. CONGDON, New Bedford, *Vice-President*.  
 WILLIAM ALLEN, Northampton, *Clerk*.  
 OSMYN BAKER, Northampton.  
 LEWIS J. DUDLEY, Northampton.  
 THOMAS TALBOT, Billerica.  
 JULIUS H. SEELYE, Amherst.  
 GEORGE WALKER, Springfield.  
 HORATIO G. KNIGHT, Easthampton.  
 F. B. SANBORN, Springfield.  
 J. HUNTINGTON LYMAN, Northampton.

## Treasurer.

LAFAYETTE MALTBY, Northampton.

## Committees of the Corporation.

### SCHOOL COMMITTEE.

LEWIS J. DUDLEY, <i>Chairman</i> .	JULIUS H. SEELYE.
GARDINER G. HUBBARD.	F. B. SANBORN.
WILLIAM ALLEN.	THOMAS TALBOT.

### FINANCE COMMITTEE.

H. G. KNIGHT, <i>Chairman</i> .	WILLIAM ALLEN.
GEORGE WALKER.	

### BUILDING COMMITTEE.

J. HUNTINGTON LYMAN, *Chairman*.

## Teachers.

MISS HARRIET B. ROGERS,	. . . . .	<i>Principal</i> .
MISS HARRIET A. JONES,	. . . . .	<i>Assistant</i> .
MISS CAROLINE A. YALE,	. . . . .	"
MISS ABBY A. LOCKE,	. . . . .	"
MISS MARY E. POTWIN,	. . . . .	"

## Steward.

HENRY J. BARDWELL.

## Matron.

MISS HARRIET GUARDENIER.

## Assistant-Matron.

Mrs. H. J. BARDWELL.

## Attendants.

MISS JULIA M. SPALDING.

MISS LIZZIE ELDER.

REPORT OF THE PRESIDENT.

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HON. JOSEPH WHITE, *Secretary of the Board of Education.*

DEAR SIR:—The Fourth Annual Report of the Clarke Institution for Deaf-Mutes, for the year ending February 4, 1871, is submitted herewith.

The whole number of pupils connected with the school during the past year has been forty-nine. The present number, including five day scholars, is forty. Of these ten were born deaf, fourteen either lost their hearing before learning to speak, or their speech after becoming deaf, and have little or no advantage over those born deaf, and sixteen were semi-mutes or semi-deaf. Twenty-nine are from Massachusetts, and of these twenty-seven receive aid from the State. The remaining eleven are from five other States. Further statements in regard to the pupils are given in the annexed table.

The decease of our friend and benefactor, John Clarke, and the munificent bequest made by him to the Institution were noticed in the last report. Since then, a large part of the main bequest, equal in value to \$200,000 in gold when fully paid, has been received from the executors of his estate, and they state that a further sum will undoubtedly be paid to the Institution as residuary legatee. The sum lately received is reserved as a permanent fund and endowment, and this, with the annual appropriation from the State, will be sufficient to place the Institution upon a sure foundation, so far as money is concerned. Whether the use made of the means at our disposal shall promote the interest of those for whom it was intended, in the highest degree will depend upon the corporators.

Prior to the incorporation of this Institution, efforts had been made in this country to teach the deaf by articulation, but they

had mostly failed, and at the time this method of instruction was adopted by the Clarke Institution, articulation was not taught at any large school in America. Now four or five schools are teaching solely by articulation, and there is hardly an institution where pupils are not taught to articulate. The result at Northampton has been as favorable as was expected, and each year the method becomes less of an experiment.

At the commencement of the year, the trustees began to look for premises suitable for the school, and after examining many localities, purchased two estates on Round Hill for \$31,410, and took possession in June and July. The premises contain nearly twelve acres and are divided into two nearly equal portions by a street. They are beautifully located on the top of the hill, overlooking the valley of the Connecticut, with Mounts Tom and Holyoke to the south, and Amherst and Hadley to the east; Northampton lies directly below, and the Greenfield Hills are on the north side,—a rare panorama. Two dwelling-houses standing on the estates, one formerly used for a boarding school, have been enlarged, altered and repaired, and one of them is now a hall or dormitory for girls. A new building is in process of construction on the opposite side of the street, intended as a dormitory for boys. The third building is used as a school-house, and all persons connected with the Institution will take their meals in the girls' hall. This building is of brick and stone, with three stories and a basement. In the latter are the kitchen and dining-room; on the ground floor, the girls' play-room and parlor, a public reception room, a teachers' sitting-room, and a few bed-rooms; in the second and third stories there are twenty-one bed-rooms, a bath-room and hospital. A few of the rooms have two beds, but never more. The furniture consists of a bed, chairs, dressing-table, glass, wash-stand and a large closet with drawers and hooks. The boys' dormitory will be finished in the spring. It is built of brick and is 33 by 44 feet, with three stories, and a French roof, and two wings, each 18 by 53 feet. The boys' parlor and play-room, public parlor and teachers' sitting-room, hospital, guest chamber and steward's office will be on the first floor. In the second and third stories there will be bath-rooms, and twenty single and five double rooms. The furniture will be the same as in the girls' hall. The other building is a large and well-constructed wooden house, and has on the first floor, an office, five large school-rooms, and a reception

room, to be used, if required, as a recitation room. The second story is intended for use as a hall, but is now used as a dormitory for the boys. The school-rooms are all large, high and well ventilated, furnished with blackboards and in every respect well adapted for the use to which they are put.

The alterations were not completed until October, and the opening of the school-year was delayed two weeks in consequence. The winter vacation will be shortened this year two weeks to make up for the loss of time.

The number of our pupils will depend considerably on the length of the course and the size of the entering classes. The classes must always be small when the teaching is by articulation,—each pupil requiring special instruction. When a large number is brought together, it is difficult to prevent the use of signs. The desire of the corporation is to have a family school, where every scholar shall feel the personal influence and example of the teacher, as well in the family as in the school. It is only through such influences that the moral and intellectual faculties can be developed. The ideal of this Institution cannot be attained if this home influence should ever cease.

Two members of the Board have practical acquaintance with the deaf, in their own families. The daughter of the President lost her hearing the winter of 1862, when four years of age. For many months her articulation was very feeble and indistinct, but it gradually improved as she regained her strength. She has been the object of constant care and watchfulness and has received instruction from a most excellent and devoted friend and governess. She now speaks as rapidly as other children, is readily understood by her family and friends, and with some difficulty by strangers. She went to Germany last May, and for several weeks attended an ordinary day school, receiving a few lessons in articulation from a teacher in the deaf school at Hildesheim near Hanover, who did not understand a word of English. She now reads and writes German, and converses in that language with her playmates and associates, and there is no doubt that she will soon speak it as well as English.

The President visited several of the European schools last autumn, but as it was vacation at most of them, he was unable to gain so much information as he desired. He saw three schools at Vienna, the Royal and the Jews' Institutions, both aided if not

entirely supported by Government; and the private school of Mr. Siegbach. Articulation is the sole method of instruction in the last two, and the principal one in the Royal Institution. The Jews' Institution has been in operation about twenty-five years, the whole time under the charge of Mr. Deutsch, the present principal. The building and grounds occupy an entire square in the Jews' quarter, and afford good accommodations for about one hundred pupils. Mr. Deutsch retains all the enthusiasm of his youth and is aided by a corps of excellent teachers. The children enter younger than in most of our schools, and remain for six years. The attainments of the few scholars who were present when the school was visited compared favorably with those of the class at Northampton, which has been the same length of time under instruction. Mr. Siegbach had but six pupils, who received the constant care of both Mr. and Mrs. Siegbach,—only three of his scholars were seen, but their articulation was excellent and their general knowledge remarkable for the few months they had been under instruction. The voices of all the pupils at these two schools were pleasant, and had less of the peculiar unmodulated tone than most of ours have.

The school at Hildesheim, near Hanover, is under the care of older men than those in Vienna. Articulation is the method of instruction, but there was little of interest in the school and it was inferior to many in this country. Herr Hildebrand, of the school at Dresden, says that the result of the German system is not wholly satisfactory in most schools, because the teachers have too many scholars and cannot give the requisite attention to each. Most teachers have classes of sixteen, and though they can give them instruction together, they cannot spend sufficient time upon their articulation. He says further that, to insure success in an articulating school, it should be kept small and have a sufficient number of teachers to give personal instruction to each pupil.

The Jews' Home and School for the Deaf in London was founded by the Baroness Rothschild in 1867, and is the only school in Great Britain where articulation is taught as it should be. It was originally intended for Jews only, but others are now admitted. Mr. Van Praag, the sole teacher, was educated by Dr. Hirsch, of Rotterdam. He believes that the deaf should associate as much as possible with those who hear, and therefore has only day scholars. Children from a distance board in families of their own position in life and religious persuasion, and the pupils pre-



pare their lessons at their own homes, and it is particularly requested that their parents or guardians assist the children in their studies. The course of instruction commences with children six years of age and continues eight years. Mr. Van Praag says that Dr. Hirsch's experience, after a lifetime spent in the instruction of the deaf, is, that ninety-nine out of every hundred may be taught to speak; illustrating what a deaf-mute once said to him, "Nature made me deaf, but man kept me dumb." Except in case of malformation of the vocal organs, deaf and dumb people do not exist, and mutism is the result solely of deafness. The London school is small but appeared flourishing; the children read with ease from Mr. Van Praag's lips, though he wore a mustache and heavy beard, and understood the questions of a stranger without difficulty. It is regarded by the other schools as an experiment, but its success is assured, if the means necessary for its support are provided.

Teaching by articulation is at present more difficult than by signs; greater enthusiasm is required, and long continued and constant care, combined with unremitted attention. If these are wanting, the system will fail, but this is the only method which will make the language of home the mother tongue of the deaf; without it they must ever remain as foreigners even among their own kindred. Believing this, the managers of the Clarke Institution are glad to notice the rapidity with which this method is extending in the United States; and, in view of the great importance of beginning the instruction of the deaf child at an early age, it is no less satisfactory to see the practice of opening day schools for deaf-mutes in our large cities. In our last report, reference was made to the Boston School, opened under the supervision of the School Committee of that city, and now flourishing with an increased number of pupils and teachers at its rooms in Pemberton Square. When first opened, in November, 1869, there were but seventeen pupils; thirty-three have since entered, and twelve have been discharged, leaving the present number thirty-eight, of whom thirty are residents of Boston, and eight of the neighboring cities and towns. Of the fifty pupils who have been in the school, about a third part had been under instruction elsewhere, but the younger children are nearly all taking their first lessons in this school. Some complaint is made of the irregular attendance of some of the pupils, but the general progress of the school is satis-

factory. Miss Sarah Fuller is the principal, aided by three assistant teachers.

The day school in Pittsburg, Penn., which opened a little earlier than the Boston school, uses the sign language, while articulation is the method in use at Boston, and also in a small day school in Chicago, containing eight pupils, and taught by Mr. D. Greenberger, a former teacher in Mr. Deutsch's school at Vienna, already described. The school at Pittsburg began in September, 1869, with fifteen pupils, and now has thirty-two, who, it is reported, are making good progress. Mr. Greenberger's pupils, at Chicago, are five of them under eight years old, two are eight, and one is nine; they also are learning rapidly. All these schools are under the charge of the local boards of education, but the State appropriates money for the pupils of the Boston school,—\$100 for residents of Boston, and \$150 for non-residents.

Previous to the opening of the Clarke Institution, the number of Massachusetts deaf-mute children constantly under instruction was about one hundred and ten, nearly all of them being at Hartford; at present (January, 1871), the number at Hartford is one hundred and three, at Northampton twenty-nine, at Boston, thirty-eight; in all, one hundred and seventy Massachusetts children receiving instruction. This is an increase of above one-half since 1866, and it is believed that no other State has so large a proportion of this class of children at school as Massachusetts has. The number of new pupils admitted at Hartford in 1870, from this State, was nine; at Northampton, seven; at Boston, about sixteen; in all some thirty new pupils, which is probably about the number to be yearly expected.

There is every warrant for saying that the condition of the school at our Institution was never better than at present. We have never had so good a corps of teachers, on the whole, and the progress made by the pupils entering last October is greater than that of any former class of beginners. The new buildings are well arranged for comfort and convenience, and will be still more ample when the boys' hall shall be opened in March. They are designed for fifty resident pupils, and the school can also receive as many day pupils. But it is not the purpose of the Corporation to allow the number of resident pupils to exceed fifty. The cost of our land, buildings and furniture will be between \$90,000 and \$100,000. The financial statement annexed will

show the school expenses for the year; they are but little greater than those of last year, in proportion to the whole number of pupils, and we have every reason to expect they will next year be less.

The interesting report of the Principal will show in detail the condition of the classes. It is gratifying to be able to report that the distrust and prejudice with which the older deaf-mute institutions in the country were at first inclined to treat our Institution, have passed away, and that its Principal is now invited to the conventions of the officers of such establishments. Such a convention was held at Indianapolis, in August last. The President and Principal were unable to attend, but the Institution was ably represented by Mr. Dudley, chairman of the School Committee. The proceedings are to be published and will be of great interest to the friends of deaf-mute education.

Our thanks are due to Drs. Fisk and De Wolf for professional services; to the Connecticut River and Boston and Albany Railroads, for carrying members of the Institution at reduced fares; to Messrs. Trumbull and Gere for the "Hampshire Gazette," and to the American Tract Society for copies of "The Child at Home;" also to Messrs. Marsh, Lawrence, Slate, Knowlton and Hamlin, for goods sold at a discount.

For the Corporation,

GARDINER G. HUBBARD,

*President.*

NORTHAMPTON, Feb. 4, 1871.

# FINANCIAL STATEMENT OF THE CLARKE INSTITUTION, 1870-71.

## I. SCHOOL RECEIPTS AND EXPENSES.

The receipts for the year ending Feb. 4, 1871, were,—

Cash on hand Feb. 2, 1870, . . . . .	\$6,603 84
Received from the fund and interest, . . . . .	2,403 57
from the State of Massachusetts, . . . . .	6,638 16
from pupils, . . . . .	4,889 25
from other sources, . . . . .	35 25
<hr/>	
Total receipts, . . . . .	\$20,570 07

The expenditures were,—

For liabilities of 1869-70, . . . . .	\$452 78
furniture and fixtures, . . . . .	500 00
fuel and lights, . . . . .	1,133 84
rent, . . . . .	929 16
salaries and wages, . . . . .	4,654 01
board and provisions, . . . . .	5,525 08
incidentals, . . . . .	650 00
<hr/>	
Total school expenditures, . . . . .	\$13,844 87

The estimated liabilities for 1870-71 are,— . . . . . \$484 56

Being, for salaries and wages, . . . . .	\$229 56
for provisions, . . . . .	155 00
for fuel and lights, . . . . .	100 00

The expenses properly belonging to 1870-71 are, therefore, . . . \$13,876 65

The cash balance of the school account was, . . . . .	\$6,725 20
Of which has been transferred to estate account, . . . . .	4,715 08
<hr/>	

Balance on hand, . . . . . \$2,010 56

Balance above liabilities, . . . . . \$1,525 56

## CLARKE INSTITUTION.

## II. ESTATE ACCOUNT.

The account was opened in May, 1870; the receipts were,—

[illegible]

The expenditures were,—

[illegible]

*Names, Residences, &c., of Pupils in the Clarke Institution for Deaf-Mutes, December 31, 1870.*

N A M E S.	Residence.	Time and Place of Instruction before entering Clarke Institution.	Time of entering Institution.	Age at time of Admission.	Cause of Deafness.
Allen, James D.,*	Montague, .	-	Sept., 1869,	11 yrs. 11 mos.,	Scarlet fever at 6 years 5 months.
Andrews, Mary E.,*	Salem, .	-	Sept., 1870,	11 years, .	Congenital.
Bowers, Frank E.,*	East Longmeadow, .	-	Oct., 1867,	9 yrs. 2 mos.,	Unknown; before 2 yrs. partially deaf.
Bryant, Harriet L.,*	Greenfield, .	Public school, .	Sept., 1870,	15 yrs. 9 mos., .	Scrofula at about 2 yrs.; partially deaf.
Burbank, James P.,*	Salem, .	1 year before he became deaf, .	Sept., 1869,	9 yrs. 4 mos., .	Scarlet fever at 6 years 8 months.
Dudley, E. Theresa Bates,	Northampton, .	{ 6 months private teacher and 2 years at Hartford, .	Oct., 1867,	13 yrs. 6 mos., .	Congenital.
Ellsworth, Allie, *	Wilbraham, .	-	Oct., 1867,	7 yrs. 3 mos., .	Unknown; at 2 years.
French, John Y.,*	Charlestown, .	-	Oct., 1867,	5 yrs. 2 mos., .	Unknown; partially deaf at 2 years.
Haines, Joel Lupton,	Baltimore, Md.,	-	Sept., 1868,	7 yrs. 6 mos., .	Scarlet fever at 3 years.
Houghton, Alice L.,*	Worcester, .	Public school, .	Sept., 1868,	14 years, .	Partially deaf from birth.
Howes, Bertha, *	East Dennis, .	-	Oct., 1867,	5 yrs. 5 mos., .	Congenital.
Jaggar, Edwin B.,*	Southbridge, .	-	Sept., 1868,	5 years, .	Meningitis at 3 years 10 months.
Jordan, Harry, *	Newton, .	1 year at Chelmsford, .	Oct., 1867,	9 years, .	Congenital.
Keith, Arthur, *	Palmer, .	1 year at Chelmsford, .	Oct., 1867,	7 yrs. 9 mos., .	Unknown; at 2 years.
Keogh, Michael J.,*	Assabet, .	-	Nov., 1867,	9 yrs. 6 mos., .	Scarlet fever at 5½ years.
Kirwin, Alfred R.,*	South Boston, .	-	Sept., 1868,	7 yrs. 7 mos., .	Measles, at 1 year.
Langdon, Willie S.,*	South Wilbraham, .	1 year at Chelmsford, .	Oct., 1867,	8 yrs. 11 mos.,	Scarlet fever at 5½ years.
Lewis, Ormand Eugene,	Cleveland, Ohio, .	-	Sept., 1870,	8 yrs. 6 mos., .	Inflammation of brain at 20 months.
Mason, Edgar T., *	Fall River, .	-	Sept., 1868,	13 yrs. 10 mos.,	Partially deaf from infancy.
Merchant, Helena, *	Deerfield, .	-	Dec., 1870,	7 years, .	Congenital; partially deaf.
Minor, Kittle E., .	Northampton, .	-	Sept., 1869,	5 yrs. 11 mos.,	Brain disease at 2 years.
Mitchell, Elizabeth,	Columbus, Ohio, .	-	Sept., 1869,	5 years, .	Congestion of the brain at 2 years.

Morse, Etta M.,*	West Brookfield,	.	-	Sept., 1869,	17 yrs. 6 mos.,	Congenital.		
Morse, Walter F.,*	South Dedham,	.	1 year at Chelmsford,	Sept., 1868,	10 years,	Congenital.		
Munger, Willie D.,	Bridgeport, Conn.,	.	-	Sept., 1868,	7 yrs. 9 mos.,	Abscesses in the head before 2 years.		
McNeil, John,*	Boston,	.	-	Sept., 1868,	8 yrs. 5 mos.,	Typhoid fever at 4 years.		
Nevers, Harry W.,	Bridgeport, Conn.,	.	-	Sept., 1868,	11 yrs. 1 month,	Scrofula at 20 months.		
Nichols, Marietta C.,*	Arlington,	.	3 years at Hartford Asylum,	Sept., 1868,	19 yrs. 10 mos.,	Fall at 1 year 6 months.		
Perley, Lyman,*	Ipswich,	.	-	Sept., 1869,	7 yrs. 2 mos.,	Scarlet fever between 1 and 2 years.		
Porter, Isabel E.,*	Wrentham,	.	4 months at Chelmsford,	Oct., 1867,	8 yrs. 9 mos.,	Scarlet fever at 3 years 2 months.		
Redden, Laura C.,	New York City,	.	-	Oct., 1870,	-	-		
Roby, Fanny,*	East Boston,	.	-	Sept., 1870,	7 yrs. 11 mos.,	Severe cold at 15 mos.; partially deaf.		
Russell, Emma Mary,	Hallowell, Maine,	.	-	Sept., 1870,	7 yrs. 2 mos.,	Measles at 1 year.		
Sawyer, George C.,	Charleston, S. C.,	.	-	Oct., 1867,	7 yrs. 1 month,	Measles at 1 year.		
Titcomb, Hubert S.,*	Newburyport,	.	Public school before he became deaf,	Sept., 1870,	11 yrs. 9 mos.,	Scarlet fever at 9 years 4 months.		
Towle, Lewella,*	East Boston,	.	-	Oct., 1867,	7 yrs. 8 mos.,	Humor; 1 year 4 months.		
Ward, Harry K.,	West Haven, Conn.,	.	-	Oct., 1867,	7 yrs. 2 mos.,	Congenital.		
Ward, Josephine,	West Haven, Conn.,	.	-	Jan., 1868,	5 yrs. 1 month,	Congenital.		
Ware, Josephine M.,*	Worcester,	.	Public school before she became deaf,	Sept., 1869,	13 yrs. 2 mos.,	Meningitis at 11 years.		
Whittier, Mary Emma,	Bangor, Me.,	.	-	Oct., 1867,	9 yrs. 10 mos.,	Congenital.		
Whole number of Boys,				22;	Girls,	18;	Total,	40

\* Received State aid, 27.

## REPORT OF THE PRINCIPAL.

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*To the Corporators of the Clarke Institution.*

GENTLEMEN :—The time having arrived for a yearly report of the school, the following is submitted for the year ending December 31st, 1870. During this time there have been forty-nine different pupils. The greatest number at any one time has been forty-one, the average number thirty-nine, while the present number is forty. At the close of the school-year in July, nine pupils left. Two of these will attend school no longer, three attend the Boston School for Deaf-Mutes which opened during the last school-year, three receive private instruction, and one is attending school with hearing children. There are now in the school five classes, five teachers, and fifty distinct exercises during the day. Since the opening of the school-year in September last, eight new pupils have been admitted to the school.

The following is the list of new pupils, with a statement of their degree of deafness :—

Miss LAURA C. REDDEN, of New York, who lost hearing at ten years of age from brain fever, and entered here only to learn to read the lips and to gain a better control of the voice. After becoming deaf she was not encouraged to continue to speak either at home or in the Missouri Institution which she attended for two or three years. So great did her disinclination to speak become that, except with a few intimate friends, she communicated wholly by writing. On going abroad in 1861 she found speech would so much facilitate her communication with others that she persevered in its use, but had much difficulty in making herself understood. After two months' instruction here her friends were very much surprised at the control of voice she had gained, and the consequent improvement in her speech. She is



no longer obliged to resort to writing in communicating with others. Her progress in lip reading has been fair.

HUBERT S. TITCOMB, Newburyport (eleven years nine months old), deaf at nine years.

HARRIET L. BRYANT, Greenfield (fifteen years nine months old), partially deaf at two years. These two joined the "First Special Class."

O. EUGENE LEWIS, Cleveland, O. (eight years old), lost hearing at one year and eight months.

MARY E. ANDREWS, Salem (eleven years old), congenitally deaf

EMMA M. RUSSELL, Hallowell, Me. (seven years old), deaf at one year.

FANNY ROBY, East Boston (eight years old), deaf at fifteen months.

HELENA MERCHANT, Deerfield (seven years old), born deaf.

The last two are partially deaf and spoke a few words when they entered school, but none of the five last mentioned had received any instruction. These form one class. After six weeks' instruction Eugene, Mary and Emma could give the power of all the letters of the alphabet except "j," and could read from the lips and write them all. Fanny could not then give "b," "d," "g," "k," but a week later acquired the "k," and Eugene, Mary and Fanny could then read from the lips, write and speak eleven words, and could read from the lips and illustrate twenty sentences, while Emma knew six words and sentences. Helena had not then entered school, but now (December 31st), after four weeks' instruction, she reads from the lips and writes nearly all the alphabet and three or four words, giving nearly all the elementary sounds, and understands also several spoken or written sentences. Most of the others read from the lips, articulate and write fifty words, and read from the lips or the blackboard and illustrate a larger number of sentences composed of these words, such as "Put the large apple on the floor under the table." They also write the answers to the questions, "What is that?" and "Where is that?" in regard to the objects whose names they have learned.

#### CLASS OF 1869.

Some of this class have during the year joined other classes, others have left us to pursue the same system in other places,

while the three little ones remaining, LYMAN PERLEY, KITTY MINOR and LILLY MITCHELL, all of whom lost hearing at or before two years of age and had neither received instruction nor learned to talk before coming here, form one class. When a report was made of their progress a year ago, neither of them could give the sounds of "b," "d," "g" or "k," but since March they have all acquired them. Experience has taught us not to be discouraged if children do not acquire these sounds in the earliest part of their instruction. Lyman and Kitty read from the lips, write and understand about two hundred and fifty words, and numberless sentences formed from these words. They perform almost any simple act, understanding the direction from the teacher's lips, and, with some help, write quite a good description of a picture. They add little columns of threes, fours and fives, amounting to thirty. Lilly, from the time of writing the last report, has made steady progress, until now she bids fair to talk as well as the other two in the class. She is slower in mental development than they, as she is younger, less mature, and was so very slow in her early development.

#### CLASS OF 1867.

This class now consists of thirteen pupils, having been increased by some who entered in 1868 and 1869. They vary in age from seven to eighteen years. The pupils now in the class are EDWIN JAGGAR, seven years old (deaf at three years ten months); J. LUPTON HAINES, nine years old (deaf at three years); JAMES D. ALLEN (deaf at six years), all of whom had retained a little language; HARRY W. NEVERS, twelve years old; JOHN Y. FRENCH, eight years old; ETTA M. MORSE, eighteen years old, who all spoke some single words, though they had never talked more than this; ALFRED KIRWIN, nine years old; WILLIE D. MUNGER, ten years old; JOHN MCNEIL, nine years old; HARRY WARD, ten years, and JOSIE WARD, eight years old; BERTHA HOWES, eight years old; 'ALLIE ELLSWORTH, ten years old. The seven last mentioned did not speak at all when they entered school, and none of the class had received any instruction. They have a daily exercise in reading, spelling, filling sentences, description of pictures and in numbers. So far as possible the same children as last year have written the exercises following the account of this and other classes. The pictures and

subjects about which they have written were entirely new to them. They have had no suggestion in writing and the exercises have received no correction.

## COMPOSITIONS OF THE CLASS OF 1867.

BY JAMES D. ALLEN.

This is a picture of large pond. There are many ships on it. The stones are near the pond and it is very deep. The sky is brown and drab. The houses and stores are in the mountain. The water is very flat and smooth. The large boat is coming out the water. The picture is very very beautiful and it is not broken. The man is driving the oxen to the boat. The fishes are in the pond and it is very deep. The flag is on the boat and it is very nice. The mast is very high and it is not fall. The large steeple is on the church. There are very many houses and stores. The grass is green and it is very beautiful. There are many people are in the stores and houses. The mountain is very high and it is very very heavy. The man is working in the large boat. The houses and stores are very new. There are many large rocks and stones. The boys are playing over the house.

BY ALFRED KIRWIN.

The apples are in the large basket near the oxes. The ox is eating the grass behind the man. One man is lifting the little girl and they are very good. Two women are standing in the large waggon. He is looking at the apples. They are very work very very hard all the time. Sometime the little girl fell on the grass and it is very hurt. One man is throwing on the grass. The oxes are very fat. She is holding the large apple. There are very many trees and apples. Many apples are on the ground. There are four large baskets. The apples are on the trees. He is near the trees. By and by the people will go to the large house. The oxes are looking at it. Many people are very strong and they are not weak. Three hats are very large and it is not small. The whip is very long. One man is holding the long whip. One man will climb up the tree. Two oxes are very good all the time. There is very much grass. The apples are white and black. she has long hair. The ox has four feet. The oxes has four horns. The basket is near it. The apples are very sweet and they are not sour. They are very nice and it is very pretty.

BY JOHN MC NEIL.

The grass is on the large waggon near the house, they are raking the grass. All the children are going to far away. The horses draw the old waggon. The old harness are on the horse. he will talk to the woman. The small boy has a no shoes because he is poor. The little bird is in the small house. sometimes the boy fell in the water because it is very deep. There is much grass. The large church is far away. The children have no money. The horses are very lazy because it is week. he has a large black hat. The horses are not eating the grass. The large steeple is on the church. The cloud is white and black.

The old trees are near it. The old grandmother is going in old house. There are five men and two boys. she is playing with the flowers. By and by the flowers will grow in the ground. they are very very old. he is looking at the water. The small dog is not barking. The two girls are sitting on it. The dog is white and black. The boy is catching the fish with the hook. The small fishes are in the water. The old tree is on the ground. The leaves are on the tree. it is near the water. There are very many fishes. The old horses are not kicking the man. The two men are standing on the grass.

BY BERTHA HOWES.

There is very much grass. The woman is looking at the cars. The black boy holds the rake. The smoke comes from the chimney. The engine has the whistle and bell and cow-catcher and wheels, gold lamp, tender, The sticks of wood are on the tender. The cars move very fast. The horse is near the cars. The black boy is looking at the engine. The people want to see thier mothers and thier fathers. The black boy is standing on the ground. The rail-roads are very long. The cars has gone to west. The man pulls the bell. The bell is made of brass. The cow-catcher is made of iron. The cars are on the rail-roads. The people are in the depot. By and by the engine will go in to the bridge. There are four large red wheels. There are sixty two wheels There many windows on the depot. The cars are near the the depot. The rail-road are made of iron.

BY J. L. HAINES.

The man and boy are looking at his home. There are very many houses, and churches, and ships, and steamboats, and boats, and people, and trees, and clouds. The clouds are on the sky. The water is very very deep. There are very many rocks are near the water. There are very many flags on the ships and steamboats and houses. The people is going in the steanship. The pine tree is near the house. The mother and father are crying very very hard and he wants his father to come to see her and his mother is well and kind. The boy is sitting on the large rock, and one man are standing on the rock. The winter blow very hard and the tree will fall down on the rocks. The large tall tree has small baby tree near it. The boy is behind his father. By and by they will go home to eat supper and tomorrow and they will go up the rocks to his mother and after dinner they will go to the store to buy the boys shoes and slippers. By and by the leaves will come off and the snow will come from the sky, and the many children will skate or slide down hill with the sled and it is very new it has green and blue and red and white and black and drab and pink. It is very nice. The mountains are very high. The man and boy want to go home beacuse it is very cold.

BY JOHN Y. FRENCH.

A little dog is barking at the girls. There are very many flowers in the garden : It is very pretty. There is one doll.

pretty dog is looking at the girls The water pot is on the grass. there are very much grass on the ground. one of the girl has red shoes on her feet. They

are very rich. The rose is red. It is very nice smell. The wheel barrow is green, it is on the ground. The kitten is very kind and she is very pretty and nice. The box is on the ground. The ground is very clean. I think the dog will bite the cat. he is looking very happy. two little girls are very kind and good and pretty. They put thier arms on the wheelbarrow. The waterpot is under the wheelbarrow. The doll is sitting on the girls lap. The wheelbarrow will break sometime. It is not broke but it will break sometime —

Two little girls will pick the flowers because they want to smell the rose. because it is very nice. The water pot has many holes on the nose. The little girl threw the waterpot on the grass. The water is not in it by and by They will go home to eat supper. They are not hungry now But they want to go out doors in the after noon. I like her very much.

### SECOND SPECIAL CLASS.

This class contains eight pupils, some of whom entered in 1867 and others in 1868. Their names are as follows,—LUELLA TOWLE, MARY EMMA WHITTIER, GEORGE C. SAWYER, EDGAR T. MASON, MARIETTA C. NICHOLS, HARRY JORDAN, ARTHUR KEITH and FRANK BOWERS. Two of these are partially deaf, some of them are congenitally deaf, some spoke a few separate words when they came under instruction, but none of them had ever learned to talk. For further information concerning individual cases see the table of pupils' names, &c. They daily have lessons in reading, spelling, defining, and forming sentences, and their lessons in geography and arithmetic are continued. They are now quite familiar with the first three elementary rules both in mental and written arithmetic. They have a daily exercise in writing from a teacher's dictation. Specimens of their composition are here given.

### DESCRIPTIONS OF PICTURES.

#### I.

The large girl has long hair. The little girl has long hair. The large girl is going to wash the doll's clothes in the large round tub. She wears the white apron & red dress. The little girl wears the blue and white dress. She wears the white slippers. The large girl wears the red shoe. The little girl do not wash the doll's clothes. I think she was very tired. The cup is spiling over the water into the large tub. The large girl is working very hard. The doll is going to wash the hand because I think the doll's hand is very dirty. She do not wear the clothes. The other doll is sitting down on the chair and she wears the small bonnet. She do not wear the clean clothes. The doll is wearing the red shoe. She wears the white shoe. The small tub is near the large pail. The little doll did not wash the hand because she wants to sit down on the small chair. The other doll is standing upon the floor and she washes her hand. The little

girl is standing up on the large pail. The dipper to drink is in the large pail. The pail is full of water. The pail is on the large bench. The large bottle, pitcher, plate, and lamp are on the shelf. The shelf is hanging on the wall. The large basket is on the large desk. The large girl is near the large desk. I think the medicine in the large bottle. I think the many soaps on the shelf.

ELLA TOWLE.

## II.

The girl is feeding to the colt because I think he is very hungry for the grass. The boy puts the bridle on the colt's head so he will prevent his running away and the boy put the girt around the colt's boby. The boy wears his red and long stripe pants, Reddish jacket and little red and white hat. The girl has red and spotted handkerchief around her head, blue and little white dress and red shoes and white stockings. The girl is holding the apron in her right hand and the green grass is in her apron. The colt is white and little blue. The colt has very short tail and very short mane. The girt is made of leather and it fastens the saddle to the horse. The colt has four legs with which he can walk or run. The little master has a little dog and he loves him very much because he was very kind to him. I can see the brown house which they live in and there are one door and one large window. I think the little dog is shaggy and he has very long hair all over him. He has very long ears and long tail. The boy is holding his hand on the colt's neck because he loves him very much.

FRANK BOWERS.

## III.

The monks of St. Bernard are talking to the dog about the boys who are lost. I can see the dog has a collar around the neck with the medal to make strong. The monks of St. Bernard are standing on the door of the convent. One of the monks is pointing at the Alps of the mountains. The dog has a cloak on his back to keep warm because be is very cold. The dog has a small barrel and long collar. The water is in the barrel. The snow storms are falling on the ground. I can see the snow on the top of the post. The monks of St. Bernard has a cross and beads on the dress and he has a cape to keep warm. I can see another picture of a dogs lapping on the boys hands and he will awake and sit on the dogs back. The dog has a green barrel for the boys to drink some water and he was very thirsty. The boy has a curling hair and wear a blue jacket and white pants and I think the boys hat has lost. A boy is lying on the dogs back. The dogs will carry the boy to the monks of St. Benard. The boy holds the collar with the barrel. The dog of St. Benards has a leather band around the waist because the cloak will not lost. The boy has a yellow pants and blue Jacket. The dog is a curling hair and I like a Newfoundland dog. The snow is very deep. The cloak are falling on the snow. The dog has a brown and white fur to keep warm.

GEORGE SAWYER.

## IV.

The man is looking at the rooster and she has beautiful feathers and she is very proud. The chickens are picking up the corn on the ground and eat it up. They have a soft feathers to keep them warm for winter. Two children had no

shoes or boots and stockings but they wear barefoot out doors because it is to hot and the ground is warm The girl has much corn in her apron and she feed it to the chickens and two hens and one rooster for dinner supper and breakfast. The boy had no coat and vest but I think the coat and vest are at in the house. The boys father is a farmer and he is leaning against the fence and the board is slanting on the fence. I can see the nails on the fence up from the father. The boy has suspenders to hold the pant on so it will not fall. He has blue stripes and white like Harry Jordan. He has no collar but it is at home for Sunday. I cannot see where the house is. His hand is in his pocket to get the things out of it. He holds the basket and I think there is bread or pie or something. He wears his old hat on because he did not want to wear new hat but it is for church. The girl has beautiful waist with yellow and black stripes. She has no buttons on but I think she has hooks and eyes on. I cannot see her collar. She wears her nice bonnet and string of bonnet and I think she is very proud. One of the chickens is looking at the girl are feeding. One of the chickens is running to get the corn because it is very hungry.

ARTHUR KEITH.

## V.

I can see a picture of the little girls, boy, shrimps and birds and many other things. The large boy's name is Fred. He is holding the long fish-pole. Two little girls are standing up on the grass near the small pond and they are looking at the fishes in the pond. May is holding the nice basket in her arm and the large boy puts the fishes in the large basket for their parents to eat for dinner. May wears a blue dress, red sack, hat, stockings and shoes. Fred wears a red and white pants, red Jacket, red and yellow hat and cuffs and he looks very pretty boy. The mountains are not real in the picture. There are very many birds flying in the air. By and by May will carry home them to her mother. Little Flo holds May's arm because she likes her very much. Fred's feet are bare. I think he wades in the water to get some fishes in it. The blue water is very near the mountains and stones. I likes the picture of two little girls, boy, fish-pole and many other things. Sometime the birds will drink some cold water near the mountains.

EMMA WHITTIER.

## VI. ABOUT SNAKES.

A very very long time ago Charlie and I killed the yellow snake and he told me that it was not good. Perhps there are a great many large snakes live in Africa because it is very warm in Africa. I have seen the black snake was killed poor little bird and it can climb the tree. The snake coil on the high cross. The large eagle will swallow the long snake because it was very hungry to eat it. I do not like the many snakes because they will kill me very much some of the children went to the Mt Tom and they saw the few snakes and the man put them in his glass box because it will run away off. Last winter Roscoe made the paper snake. A very long time ago I saw the rich boy was threw the long black snake in the river and he told me it came to him and it almost killed his leg he lives in New Bedford. I think all the people never saw the many large snakes because they did not like them. I saw the large boy made his a small box and he put the snake in it. Some of the large children went to Am-

herst and they saw many black, yellow blue and brown snakes and the man put them in many bottles and Miss Fiske told me the snake is wild the animals and they kill.

Miss Potwin lives in Amherst and she went to the large house and saw the snakes many times. Perhaps I do not know the snakes sleep all night in the ground because I think it was very tired and cold.

EDGAR MASON.

### FIRST SPECIAL CLASS.

This class contains ten pupils, namely, THERESA DUDLEY, JOSEPHINE WARE, ALICE L. HOUGHTON, WILLIE S. LANGDON, ISABEL E. PORTER, WALTER F. MORSE, MICHAEL J. KEOGH, JAMES P. BURBANK, HARRIET L. BRYANT and HUBERT S. TITCOMB. The last two entered in September last. Harriet has been partially deaf since two years of age, and had learned to talk indistinctly; she had attended school with hearing children, had learned to read somewhat, and, mechanically, something of addition, subtraction and multiplication. Her communication with her parents was by means of spoken language. Hubert became deaf at nine years and four months; he read children's books, had an imperfect knowledge of mental addition, subtraction, multiplication and written addition. He had retained speech, could read the lips a very little when he entered, and has made good improvement in this respect during the three months he has been in school. For general exercises, and for reading, spelling, defining and lip-reading lessons, the above mentioned ten pupils form one class. For other recitations however, the class is divided, part of them studying history, geography, grammar and arithmetic, while others study natural philosophy, grammar and arithmetic and form a separate division, even when pursuing the same study. This class has sometimes a story told or read to them which they write out immediately from the teacher's lips, or afterward from memory. Their use of language will be seen from the following exercises which in every way are the result of their unaided efforts.

### COMPOSITIONS OF THE MOST ADVANCED PUPILS.

#### I. A BOUT FRANK JONES.

One day on Thursday morning in August 1869 about ten o'clock all the people went to the Park.

They all rode in carriages or wagons but some of them walked there.

I think it was half a mile to go there from the Post office.



But my father was dressing the harness of Julia and he did not have time to go with other people.

They were there and Frank Jones got of the carriage and went on the back of it and he got on the hub and soon he put his right foot on the spokes.

The horse ran and he fell over the tires and hurt his right knee very badly.

It was almost broke. So Mr Stone saw him and told the horse Whoa! and got out and took him up.

Mr George saw him and told all the people let us go home because Frank is in hurt.

They all went home and Mr Stone put him on his mother's bed.

He was almost sick and his face were very pale.

Then somebody went to Boston and asked one of the doctors to come.

He came in the night about five o'clock and saw Frank in his bed.

He gave him a bottle of either to make him go to sleep.

He cut off his leg and it bled very much and the doctor put something over it and a cloth around it.

On Saturday morning he was almost dead and then in the afternoon he died. I came and saw him.

He was buried on Tuesday. Mrs Jones, Sophie and Annie Jones cried very hard.

My mother was sorry and all the people too. Frank was carried to Savannah Georgia in October.

His father died there. Now Mrs Jones and all her sons and daughters are there.

They will never come here again.

ISABELLA E. PORTER.

## II. ABOUT THE FARMER.

In Autumn the farmers gather their fruits, cabbages, apples, potatoes, squashes. &c. And then they carry them in the cellar. and keep them for the winter to eat, In summer they take out their horses to plough the ground and plant their corn, potatoes, beans, peas, watermelons and all other fruits, When the fruits are in full grown they get their hoes and hoe them with mud in the garden, to keep them from worms biting the roots. Farmers always work in the field's, gardens and carry heavy things in their wheel-barrows They are very good men and like to work and plant much fruit for the people to eat, Some of the farmers are very idle to work and if they do not work, they would be sober to be put in Jail.

My father is not a farmer. He helps himself in the mill. He is a miller, and grinds wheat into flour. The farmers carry their, rye, wheat, corn and apples to his mill and he grinds them and make flour, meal and cider of the apples, I like to drink cider for dinner, But not too much of it, I do not like to drink much cider because it would make some one drunkard, I always drink one glass of cider but not many glasses, I like to eat apples very much in the winter and they are good to make pie of them, My father has a plenty of apple-trees and fruits planted in his garden.

M. J. KEOGH.

## III. ABOUT MY TRIP.

Now I am going to tell you all about Martha's Vineyard. Last vacation I went to Martha's Vineyard with my father, mother, sisters, and brother. We rode in the cars on the way to New Bedford and then went to ride in the steamboat. We saw a great many people on the wharf. Then we went on the wharf, we saw Mr and Mrs Allen there. They were very glad to see my father, mother and I. Then by and by my father built a new cottage, we had only a kitchen parlor and one large bedroom. He is going to build another cottage to make large rooms next Summer. We went in bathing every day. We collected a great many beautiful shells and bright pebbles. We rode on the water in a sail boat and steamboat. My father, mother, and I went to Edgartown and we stopped at the Hotel and ate our dinner. Then by and by father, Jennie, Edith and Mary went to Gay's Head, they saw the Indians and went to the lighthouse, and saw a great many beautiful places. One morning father, Mary, Jennie, Edith, and I went into the fields. We collected baskets full of huckleberries. One evening we had a lot of fireworks and a band out in the field. There were a great many people who sat on the ground and some were sitting on the chair to hear the music. Then by and by my father, Mary and I went to the saloon, we ate some ice cream. We all had a splendid time. One afternoon I went out into the wharf to see a great many boats, ships, and steamboats. We shall go to Martha's Vineyard again next summer.

ALICE L. HOUGHTON.

## IV. CLOCKS.

The exact date at which clocks were first invented is not known, it is supposed that the sun dial first marked the time. Then there was a vessel containing water which fell drop by drop into another vessel and a float in the second vessel marked the height of the water and the height of the water measured the time. Alfred the Great contrived a candle clock by sticking pins at equal distances from each other. When the candle burned down to a pin it would fall and the falling of the pin measured the time. To prevent the candles from burning irregularly the king placed a thinly shaved horn around the candle. The hour glass is also an ancient invention and is still used for some purposes as to boil eggs, meat &c by. At first clocks were made with wooden works but now we have nice clocks with steel and brass works. Some of them are very beautiful and are worth much money. A man made a clock on the top of which were images representing a negro boy holding a basket of apples and a dog. The dog leaped playfully around the boy but when the man touched one of the apples in the basket he flew at his hand and barked. When the man asked the negro what time it was in spanish he remained silent but when he was asked the same question in french he immediately answered him. The largest clock in the world is that of the Cathedral of Strasbourg. In the present war in Europe the Prussians are very careful not to fire shells at the Cathedral for it took hundreds of years to build it and cost millions of dollars. There are many other curious clocks for which I have no room to describe.

JAMES BURBANK.

## V. ABOUT THE WAR.

There is no war in the United states now. I am very glad so that any of my friends cannot go to war again. If there was a war so many people would have

to go and fight. There they sometimes get killed. In France there is a war. The Prussians are fighting against the French people. We ought to have compassion on the poor little French children who have lost their fathers who have been to war. I think the Prussians are very bad people to set houses on fire. I have seen many pictures of them. I have read about them so I thought I would write a story about "The War" on my slate. Mrs Lamson has been to France. She told me about the war and the poor children. Paris is defended by very high walls. The gates are locked all the time. Many of the people cannot get out of Paris. Sometimes the Prussians throw very large balls over the walls into Paris, and often burn the beautiful churches and houses. I am very sad. I wish the Prussians would be put in Jail for several months because they trouble the French people. I wish They would be at peace with France. I wish there was no war all over the world so that all the people of the world would be very happy and thank God because there is no war. I wish the Prussians would not be still fighting with the French till next year. I hope on Christmas day the war will be ended so that the French will love the Prussians. I wish that King William would fight no more. I wish he would be at peace. I think the Prussians are like robbers to the French people. I am very glad that my father and mother and sister do not live in France. My friends Mrs B. and Walter are in Europe. I think they cannot come to America because there is a war in France. My mother loves Mrs B. I love Mr. & Mrs. B. because they gave me very many beautiful things made by the chinese people. The men who write the reports of the war are called reporters. They sometimes go up on the top of the house with some armed men, one has a book, another has a spy glass. They keep hide from the French people. The French sentinels are very sharp. They can shoot the top of your finger. Sometimes the Prussians surprise the French soldiers when they are at their camp. I have read in a book that the French soldiers are very brave in war. They hide in the woods and wait for the Prussians and sometimes kill them. The Prussians burn down the French people's houses and steal away from them their cows, calves and oxen.

WILLIE S. LANGDON.

Most of the pupils write to their parents every three weeks, having their letters corrected before sending them away. All the pupils have lessons twice a week in drawing. The smaller children have prayers at home, while the larger ones have devotional exercises at school, thus bringing these exercises within the comprehension of each better than if they were all brought together in chapel.

Respectfully submitted.

HARRIET B. ROGERS.

NORTHAMPTON, December 31st, 1870.



TERMS OF ADMISSION.

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This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are four hundred dollars a year; for tuition alone, one hundred dollars; payable semi-annually *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness.

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution.

There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the Principal for incidental expenses.

Applications and letters for information must be addressed to the "Principal of the Clarke School for Deaf-Mutes, Northampton, Massachusetts," with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.



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AMERICAN ASYLUM AT HARTFORD.

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# AMERICAN ASYLUM AT HARTFORD.

## Board of Directors.

### *President.*

HON. CALVIN DAY.

### *Vice-Presidents.*

JAMES B. HOSMER,  
BARZILLAI HUDSON,  
CHARLES GOODWIN,  
JOHN BEACH,

HENRY A. PERKINS,  
SAMUEL S. WARD,  
ROLAND MATHER,  
NATHANIEL SHIPMAN.

### *Directors.*

(By Election.)

LEONARD CHURCH,  
LUCIUS BARBOUR,  
GEO. M. BARTHOLOMEW,  
JOHN C. PARSONS,  
PINCKNEY W. ELLSWORTH,

ERASTUS COLLINS,  
JONATHAN B. BUNCE,  
OLCUTT ALLEN,  
ROWLAND SWIFT,  
FRANCIS B. COOLEY.

(Ex Officio.)

HIS EXCELLENCY, JOSHUA L. CHAMBERLAIN, Governor of Maine.  
HON. F. M. DREW, Secretary of State.

HIS EXCELLENCY, ONSLOW STEARNS, Governor of New Hampshire.  
HON. JOHN D. LYMAN, Secretary of State.

HIS EXCELLENCY, GEORGE W. HENDEE, Governor of Vermont.  
HON. JOHN W. MARSH, Secretary of State.

HIS EXCELLENCY, WILLIAM CLAFLIN, Governor of Massachusetts.  
HON. OLIVER WARNER, Secretary of State.

HIS EXCELLENCY, SETH PADELFORD, Governor of Rhode Island.  
HON. JOHN R. BARTLETT, Secretary of State.

HIS EXCELLENCY, JAMES E. ENGLISH, Governor of Connecticut.  
HON. THOMAS M. WALLER, Secretary of State.

### *Secretary.*

JOHN C. PARSONS.

### *Treasurer.*

ROLAND MATHER.

## Officers and Teachers.

### *Principal.*

REV. COLLINS STONE. M. A.\*

*Instructor of the Gallaudet Scientific School.*

JOHN C. BULL, M. A.

\* Deceased, Dec. 23, 1870; and his son, EDWARD C. STONE, appointed in his place.



*Instructors.*

DAVID E. BARTLETT, M. A.,  
JOHN R. KEEP, M. A.,  
RICHARD S. STORRS, M. A.,  
JOB WILLIAMS, M. A.,  
ABEL S. CLARK, B. A.,  
WILSON WHITON,

WILLIAM H. WEEKS,  
MARY A. MANN,  
SARAH W. STORRS,  
MABEL M. BARTLETT,  
MARY E. HASKELL,  
CLARA E. SEAVENS.

CARRIE C. SWEET, . . . . .	<i>Teacher of Articulation.</i>
LOUISE STONE, . . . . .	<i>Teacher of Drawing.</i>
E. K. HUNT, M. D., . . . . .	<i>Attending Physician.</i>
HENRY KENNEDY, . . . . .	<i>Steward.</i>
SALMON CROSSETT, . . . . .	<i>Assistant Steward.</i>
MRS. PHEBE C. WHITE, . . . . .	<i>Matron.</i>
MRS. REBECCA A. CADY, . . . . .	<i>Assistant Matron.</i>
MISS NANCY DILLINGHAM, . . . . .	" "
RUFUS LEWIS, . . . . .	<i>Master of Cabinet Shop.</i>
WILLIAM B. FLAGG, . . . . .	<i>Master of Shoe Shop.</i>
Miss MARGARET GREENLAW, . . . . .	<i>Mistress of Tailors' Shop.</i>

*Beneficiaries from Massachusetts.*

JANUARY 1, 1871.

Boys, . . . . .	66
Girls, . . . . .	39
Whole number, . . . . .	105
Number admitted in 1870, . . . . .	8

Their names, ages and places of residence are as follows:—

NAME.	Age.	Residence.	Admitted.
Endor Elmer Estabrook, .	10 years,	Asabet, . . .	September 14.
Michael Crain, . . .	8 "	Milford, . . .	" 14.
Henry Alonzo Jellison, .	10 "	Lynn, . . .	" 14.
Geo. Alex. McWilliams, .	13 "	Fall River, . .	" 14.
Mary Jane Hawley, . .	8 "	Leverett, . . .	" 14.
Martha Ella French, . .	9 "	Tewksbury, . .	" 14.
Sarah E. King, . . .	21 "	Middleborough, .	" *30.
John Cummings, . . .	21 "	Cambridge, . .	" 30.

\* Re-admitted.

TERMS OF ADMISSION.

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I. The Asylum will provide for each pupil, board, lodging and washing; the continual superintendence of health, conduct, manners and morals; fuel, lights, stationery and other incidental expenses of the school-room; for which, including tuition, there will be an annual charge of one hundred and seventy-five dollars.

II. In case of sickness, the necessary extra charge will be made.

III. No deduction from the above charge will be made on account of vacation or absence, except in case of sickness.

IV. Payments are always to be made six months in advance, for the punctual fulfilment of which a satisfactory bond will be required.

V. Each person applying for admission must be between the ages of eight and twenty-five years; must be of a good natural intellect; capable of forming and joining letters with a pen, legibly and correctly; free from any immoralities of conduct and from any contagious disease.

Applications for the benefit of the legislative appropriations in the States of Maine and New Hampshire should be made to the Secretaries of those States respectively; in Massachusetts, to the Secretary of the Board of Education; in each case stating the name and age of the proposed beneficiary, and the circumstances of his parent or guardian. Applications as above should be made in Vermont, Rhode Island and Connecticut respectively, to His Excellency the Governor of the State. In all cases, a certificate from two or more of the selectmen, magistrates or other respectable inhabitants of the township or place to which the applicant belongs, should accompany the application.

Those applying for the admission of *paying pupils* may address their letters to the Principal of the Asylum; and on all letters from him respecting the pupils, postage will be charged.

The time for admitting pupils is the *second Wednesday of September*, and at no other time in the year. Punctuality in this respect is very important, as it cannot be expected that the progress of a whole class should be retarded on account of a pupil who joins it after its formation. Such a pupil must suffer the inconvenience and the loss.

It is earnestly recommended to the friends of the deaf and dumb, to have them taught to write a fair and legible hand before they come to the Asylum. This can be easily done, and it prepares them to make greater and more rapid improvement.

When a pupil is sent to the Asylum, unless accompanied by a parent or some friend who can give the necessary information concerning him, he should bring a written statement embracing specifically the following particulars:—

1. The name, in full.
2. Post-office address, and correspondent.
3. Day, month and year of birth.
4. Cause of deafness.
5. Names of the parents.
6. Names of the children in the order of their age.
7. Were the parents related before marriage? If so, how?
8. Has the pupil deaf-mute relatives? If so, what?

The pupil should be *well clothed*; that is, he should have both summer and winter clothing enough to last one year, and be furnished with a list of the various articles, each of which should be marked. A small sum of money, not less than five dollars, should also be deposited with the Steward of the Asylum, for the personal expense of the pupil not otherwise provided for.

Packages of clothing, or boxes, sent by express, will reach the pupils safely. *The express charges should in all cases be pre-paid.*

Careful attention to these suggestions is quite important.

There is but one vacation in the year. It begins on the last Wednesday of June, and closes on the second Wednesday of September. It is expected that the pupils will spend the vacation at home. This arrangement is as desirable for the benefit of the pupils, who need the recreation and change of scene, as for the convenience of the institution, thus affording opportunity for the necessary painting, cleansing, &c. The present facilities for travel enable most of the pupils to reach home on the evening of the day they leave Hartford. Every pupil is expected to return punctually at school, on the second Wednesday of September.

On the day of the commencement of the *vacation*, an officer of the Asylum will accompany such pupils as are to travel upon the railroads between Hartford and Boston, taking care of them and their baggage, on condition that their friends will make timely provision for their expenses on the way, and engage to meet and receive them immediately on the arrival of the *early* train at various points on the route previously agreed on, and at the station of the Boston and Worcester Railroad, in Boston. A similar arrangement is made on the Connecticut River Railroads, as far as to White River Junction. No person will be sent from the Asylum to accompany the pupils on their return; but if their fare is paid, and their trunks checked to Hartford, it will be safe to send them in charge of the conductor.

## EXTRACTS FROM THE REPORT OF THE PRINCIPAL.

*To the Board of Directors :*

GENTLEMEN,—Another year in the history of the Asylum has just closed, in which the health of the pupils has been good, and their progress in the varied departments of instruction and labor has been decided and gratifying. That in a large family like ours, composed of children whose constitutional vigor is more or less impaired, month after month in the most trying seasons of the year should pass without a visit from a physician, calls for the warmest gratitude to God for his preserving goodness.

The number of pupils during the year has been as follows:—

Number present at date of the last report, . . . .	232
New pupils admitted during the year, . . . .	46
Former pupils re-admitted, . . . . .	4
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Entire number under instruction, . . . . .	282
Dismissed during the year, . . . . .	35
Number now present, . . . . .	247
Average attendance during the year, . . . . .	246

Of the forty-six new pupils, the youngest was eight and the oldest twenty-three years of age; twenty-one pupils were under ten; and nine were over twelve. The average attendance is sixteen greater than last year, while the whole number within the year is about the same. The apparent fluctuation in the attendance, however, is much greater than the real one, as the class of the previous year is discharged in June, and the new class enters in September; both are counted for the year, though not in school at the same time. The largest number present at one time was two hundred and forty-nine, and the smallest two hundred and forty-one.

The following table will show the number of pupils during the last ten years:—

	Whole No.	Greatest No. at one time.	Average Attendance.
1861, . . . . .	265	228	224
1862, . . . . .	257	222	219
1863, . . . . .	258	222	218
1864, . . . . .	257	225	222
1865, . . . . .	275	219	215
1866, . . . . .	277	215	212
1867, . . . . .	260	226	224
1868, . . . . .	266	229	226
1869, . . . . .	279	233	230
1870, . . . . .	281	249	246

But one death has occurred during the year. Stillman H. Elliott, a young man twenty-three years of age, from Amoskeag, N. H., returned to school at the close of the vacation in impaired health. He was seized with a severe rheumatic affection, and died on the 26th of December.

The class in articulation has been under the efficient instruction of Miss Carrie C. Sweet. It is composed principally of semi-mute and semi-deaf children, though some congenital mutes are included. Care has been taken that while receiving instruction in articulate speech, the pupils should be withdrawn as little as possible from their regular classes. To effect this, some divisions of the class are called together an hour before the other school exercises commence. The instruction is continued four hours daily. The articulation of several of these pupils has much improved, and many have made commendable progress in lip-reading.

The trades taught are the same as in former years, and are those which a wide experience has proved as, upon the whole, the best adapted to the deaf and dumb, viz : cabinet-making, shoe-making and tailoring. Only the smaller pupils, who have reached the age of twelve, are placed in the tailors' shop, and rather for the purpose of giving them habits of industry, than for what they will accomplish in the manufacture of garments. They are removed to the other shops when they attain a strength and size to become efficient in those trades. We regard this department as an important branch of our system of training. The primary object in introducing and continuing it, is, as has been remarked in former reports, not the pecuniary return for the work of the

pupil, but to give him the power of self-support. The deaf-mute can engage usefully in agricultural labor without special instruction; but even if he is to pursue this after his education is completed, the knowledge of some trade is of great use to him, and increases his means for obtaining a living. Deaf-mutes can, and often do, become adepts in some of the mechanic arts, and there are many in which their infirmity, instead of being a hinderance, is a positive advantage. In employments which only call for the eye and the hand, and where the ear is not needed, freedom from distraction, and the power of concentrating the attention upon the work to be done, is facilitated by the want of hearing. For these reasons, instruction in some mechanic art should be considered an indispensable part of deaf-mute education.

The past year has been marked by the death of two of the pioneers of deaf-mute education in the country, whose memories will long be cherished with affection by the deaf and dumb, and be held in honored remembrance by all who feel an interest in their welfare. I refer to Laurent Clerc, of Hartford, and John A. Jacobs, of Danville, Kentucky.

Mr. Clerc was associated with Mr. Gallaudet in founding the Asylum, and was for more than forty years engaged in its service. He was born in La Balme, in the department of the Rhone, France, on the 26th of December, 1785. Being congenitally deaf, or losing his hearing in infancy, at the age of twelve years he entered the Royal Institution for Deaf and Dumb, at Paris, then under the direction of the distinguished Sicard. He remained there eight years as a pupil, and more than ten as an instructor. Entering warmly into the plans of Mr. Gallaudet for opening a school for deaf-mutes in the United States, he gave himself heartily to the enterprise, and arrived with him in New York, August 9th, 1816. After a service of fifty-one years, spent in educating his companions in misfortune, he died at his residence in this city, July 9th, 1869, having nearly reached the advanced age of eighty-four. Mr. Clerc probably merits the distinction of being the best educated deaf-mute that has yet appeared: in strength of mind, and general culture, far surpassing his friend and fellow-pupil, the celebrated Massieu. To a perfect knowledge of the French, the language of his country, he added a clear and accurate acquaintance with the English. His rare power of acquisition is shown by the fact that, although

ignorant of this language on embarking, he so far mastered it during the voyage, which occupied less than two months, that on arriving in New York, he was able to use it accurately and effectively in commending the new enterprise to the citizens of his adopted country. An address which he prepared soon after, to be read before the governor and legislature of Connecticut, on the best method of conducting the education of the deaf and dumb, attracted so much attention that it was translated and published both at Paris and Geneva. Kind, genial, persevering and benevolent, Mr. Clerc, perhaps, accomplished as much as a brilliant example of the degree of culture which one shut up under the limits of this infirmity may attain, as by his faithful and long continued labors in personal instruction. The Directors of the Asylum, deeply appreciating the motives which led Mr. Clerc to leave his native country and engage in their service, made generous provision for his declining years, which were spent in the bosom of an affectionate family, and surrounded by loving friends.

Mr. John A. Jacobs died at Danville, Kentucky, on the 27th of November last, in the sixty-fourth year of his age. Mr. Jacobs was the first, from without the State, to take advantage of the opportunity afforded by the founding of this school, to qualify himself for a deaf-mute instructor. He came to Hartford in the year 1824, and placed himself for eighteen months under the instruction of Mr. Clerc. Returning to Kentucky, he spent his long and useful life at the head of the institution which he founded at Danville for the education of the deaf-mutes of that State, and which he conducted with great skill and efficiency. The governor of Kentucky, in his annual message to the legislature, pays a just and noble tribute to his memory in the following language:—"To the Commonwealth, the death of Mr. Jacobs is a public calamity; to the inmates of the institution so long the object of his care, his loss is irreparable. For more than forty years, he was the faithful and zealous principal of that charity. His entire life was devoted to its service; the wants and cares of the mutes his constant study. Greater fidelity has rarely marked the life of any public servant. Active, benevolent, charitable and unobtrusive, there was a simplicity in his life that won all who knew him. But he had a higher title: he was a Christian; full of faith and full of humility."

Thus the men who commenced the work of deaf-mute educa-

tion in this country are passing away. They have been permitted, however, to witness abundant fruit from the seed they helped to plant fifty years ago. The American Asylum was opened under the care of Messrs. Gallaudet and Clerc, on the 15th day of April, 1817, with three pupils; this being the first and only attempt at deaf-mute instruction in the country, worthy of mention. At the time of Mr. Clerc's death, there are twenty-nine Institutions in successful operation, over three thousand deaf-mutes occupied in receiving, and nearly two hundred teachers in imparting instruction. The possibility of educating the mute, so long regarded with incredulity, is everywhere conceded, and the duty of so doing universally acknowledged. Books have been prepared, and methods of teaching elaborated; and the number of this class who have been rescued from ignorance, amounts to several thousands. It is not always the privilege of those who are the instruments in opening such a fountain of charity, to see in their lifetime its streams spread out in such wide ramifications, and bearing so rich a tide of blessings to the unfortunate.

The work of educating the deaf-mute has long since passed from the region of doubtful experiment, into that of practical benevolence. While the medical art has surrendered him, as, in his physical infirmity, beyond the reach of its skill, it is now well understood that even congenital deafness constitutes no insuperable barrier to his highest mental culture, or, excepting as the medium of communication may impose a limit, to his fitness for the most exalted positions in life. The work itself, also, has become a distinct and honored profession. There are some reasons why only persons of deep and sincere Christian benevolence should engage in it. The mute, especially when his education commences, is so helpless, and so dependent upon care and aid which only genuine benevolence will render him, that he should never be left to those who will feel only a mercenary interest in his improvement. To a truly sympathetic and benevolent heart, this field is specially attractive. Indeed there is none in the country, that presents to young men of the requisite qualifications a more inviting opening than these institutions. A young man possessing a mental and physical adaptation to this work, embarking heartily in it, and making himself master of the best methods of communication and instruction, may be sure of reaching a high position of honor and usefulness.



The primary object aimed at in conducting the education of a deaf-mute, is to give him an accurate knowledge of written language. To him, of course, no written or spoken language is vernacular, and he might be taught several foreign languages more easily than the English, as many can be found which are more simple in their construction. One of the reasons for the greater difficulty in educating the deaf mute than the hearing child, is, that when the latter is sent to school, he has already learned language in its common use, and with it he can immediately proceed to get possession of the facts of history and of science; while in the case of the former, the very instrument with which he is to labor must first be put into his hands;—a process involving long and tedious effort. With language fully at his command, the mute has no more difficulty than other children in making further advances. In connection with the instruction in language, however, the pupil is thoroughly taught all the branches embraced in a common, and, if time permits, in a high school education.

As an indication of the mental progress of our pupils, it is pleasant to notice the interest taken by the older portion of them in the current events of the day. The papers which are sent them are eagerly perused, and few communities are more thoroughly posted in these matters, or make them the subjects of more animated discussion. This interest may doubtless, in part, be attributed to the contrast of their present with their former condition. Before education, the moving world beyond their scanty horizon was a blank to them. Now, the daily occurrences, even of distant countries, are open to their inspection. It is interesting to see how the substance of a paragraph is often obtained by a pupil who is yet entirely unable to analyze the language in which the facts are conveyed. How valuable is the mental stimulus and activity thus excited, will be readily understood.

COLLINS STONE, *Principal.*

AMERICAN ASYLUM, May 14, 1870.



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BOSTON SCHOOL FOR DEAF-MUTES.

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## BOSTON SCHOOL FOR DEAF-MUTES.

This school was established by the city of Boston, as a public free school, and like the other public schools is under the control of the school committee. It went into operation in November, 1869. The teachers are

SARAH E. FULLER,  
ANNIE E. BOND,

ELLEN S. BARTON,  
MARY H. TRUE.

Chapter 333 of the Acts of 1869 authorized the governor, with the approval of the Board of Education, to send State pupils to this school in the same manner as he might send them to the American Asylum at Hartford, or to the Clarke Institution at Northampton.

The following list embraces the names, ages and date of admission of those pupils, January 1, 1871, who receive aid from the Commonwealth, by virtue of the foregoing provision:—

NAME.	AGE.		Residence.	Date of Admission.
	Yrs.	Mos.		
Babbitt, Harry E., . . .	9	2	Boston Highlands,	Oct. 4, 1870.
Carroll, Mary E., . . .	13	11	Charlestown, . . .	Nov. 10, 1869.
Collins, Emma, . . . .	8	7	Boston, . . . .	Dec. 13, 1869.
Cross, Samuel S., . . .	16	2	Beverly, . . . .	Dec. 4, 1870.
Coughlan, Michael, . .	9	7	Boston, . . . .	Nov. 10, 1869.
Coughlan, John, . . .	6	9	Boston, . . . .	Nov. 10, 1869.
Cahalan, Jeremiah, . .	8	2	Boston, . . . .	Nov. 10, 1869.
Driscoll, Julia A., . .	19	4	East Boston, . .	Jan. 19, 1870.
Daily, George E., . . .	7		East Cambridge, .	May 2, 1870.
Flagg, Isabel, . . . .	16	10	Boston, . . . .	Nov. 30, 1869.
Forbes, Alice V., . . .	7	7	Sherborn, . . . .	Nov. 30, 1869.
Finnegan, Joseph, . . .	10	7	Boston, . . . .	Nov. 22, 1869.
Howes, Jane A., . . . .	10	3	Boston, . . . .	Jan. 31, 1870.
Hurley, Jeremiah, . . .	13	5	East Cambridge, .	Jan. 10, 1870.
Jennings, Alice C., . .	19	10	Auburndale, . . .	Sept. 20, 1870.
Kenny, Honora, . . . .	8	1	Boston, . . . .	Jan. 6, 1870.
Kenny, John S., . . . .	8		Woburn, . . . .	Oct. 18, 1870.
Linehan, Mary A., . . .	15	5	Boston, . . . .	Nov. 10, 1869.
Leavitt, Annie R., . . .	6	2	East Boston, . .	Nov. —, 1870.
Lynch, Michael, . . . .	9	8	Boston, . . . .	Apr. 18, 1870.

NAME.	AGE.		Residence.	Date of Admission.
	Yrs.	Mos.		
McDonald, Catharine, . . .	14	7	Boston, . . .	Nov. 10, 1869.
Mulvee, John, . . .	7	4	Boston, . . .	Nov. 10, 1869.
Moore, Ella D., . . .	13		Lawrence, . . .	Sept. 6, 1870.
Marshall, Ida L., . . .	8	4	Lowell, . . .	Nov. 15, 1869.
Merry, Charles, . . .	11	10	East Boston, . . .	Dec. 13, 1870.
Murphy, Ignatius, . . .	8	7	South Boston, . . .	Nov. 10, 1869.
Mullen, Martin, . . .	9		South Boston, . . .	Nov. 11, 1869.
O'Harra, Julia, . . .	9	8	South Boston, . . .	Nov. 10, 1869.
O'Brien, Catharine, . . .	9*		Boston, . . .	June 27, 1870.
Orcutt, Alvah W., . . .	7	5	East Boston, . . .	Nov. 15, 1869.
O'Connell, Daniel, . . .	11	4	Boston, . . .	Dec. 6, 1869.
Robinson, Harriet F., . . .	15	10	Boston, . . .	Sept. 6, 1870.
Ryan, Hannah, . . .	9	5	South Boston, . . .	Nov. 10, 1869.
Roberts, John, . . .	5	10	Boston, . . .	May 31, 1870.
Thomas, Letty C., . . .	8		East Boston, . . .	May 15, 1870.
Tripp, George E., . . .	7		Boston, . . .	May 22, 1869.
Winslow, Jane A., . . .	10	1	Dorchester, . . .	May 23, 1869.
White, Annie, . . .	7		East Boston, . . .	Oct. 17, 1870.
Wood, Frank, . . .	8	1	Boston, . . .	Sept. 8, 1870.

\* Probably.

## REPORT IN SCHOOL COMMITTEE ON THE SCHOOL FOR DEAF-MUTES.

### CITY OF BOSTON.

IN SCHOOL COMMITTEE, January 4, 1870.

The Committee on the School for Deaf-Mutes feel justified in declaring the school to be a decided success, and one which will prove a great blessing to the unfortunate class of children for whose education it provides.

As this is the first free public school for the deaf and dumb established in this country, if not in the world, we think it proper to make a brief statement regarding its rise and progress.

Some time during the year 1868 the attention of the Board was called to this subject by one of its members, and a committee of investigation was appointed. Some facts were gathered, but no conclusion was reached. The same committee was re-appointed in 1869. At the April meeting the Board, in consideration of reasons presented by the committee, voted to establish a school for deaf-mutes at the commencement of the next school-year in September, and passed such other orders as would enable the special committee to carry the will of the Board into effect.

The city was canvassed during the summer to ascertain how many children would be likely to attend the school. It is not presumed

that all were found. Apart from a few whose parents are able to support them at school away from home, we found fifty children who would be considered wards of the State, and whose school expenses at either Northampton or Hartford would be paid by the Commonwealth. Of these, twenty-two were in the schools for deaf-mutes at Hartford and Northampton; twenty-eight were at home, with no one able to render them aid in their search for an education. The twenty-two children were sustained at an expense of a little over \$4,000 to the State. The city of Boston, at the same time, was paying a tax of \$9,000 toward the State appropriation for the education of deaf-mutes. Our share of the State patronage, rated by the population, would be about \$5,000. At present there are only twenty of these beneficiaries at Hartford and Northampton. As our school had not commenced at the beginning of the school-year, there was no effort made to retain at home scholars who had been away to school. In view, however, of this organization, Governor Claflin did not send away new applicants, as he otherwise might have done.

At the last session of the legislature an Act was passed authorizing the governor and Board of Education to send State wards to this school, on the same conditions as to Hartford and Northampton. They have the right, and no doubt will recognize the duty, to make such application of funds as will do justice to the city of Boston.

The time has come when not merely two-fifths, but all of our deaf and dumb children should be educated. It would cost the State \$8,750 a year to support them all at Hartford, while their parents would have to pay a considerable amount of travelling and other expenses. It would cost the State \$12,500 to support them at Northampton, besides extra expense to parents. To educate the whole of them, including the children of some of our heavy tax-payers, need not cost over about one-half of the latter amount. The children can commence their schooling here three years earlier than they can be admitted at Hartford. And more than all, the parents can have their little ones at home in their own care.

Owing to the difficulty of procuring acceptable rooms in a central locality, the school has been kept in two divisions, one on East Street and the other on Somerset Street.

We have had thirty-six applications for admission to the school. On account of the inconvenience of having the school divided, and as most of the children were uncultivated, only twenty-five have been allowed to attend the school. The others will be called in as soon as we get into our new quarters. Convenient and very acceptable rooms have been provided at No. 11 Pemberton Square, which is the

most desirable location, for our purpose, in the city. The rooms will be ready for occupancy in the course of the present week.

We have three teachers whose labors are entirely satisfactory. The children are very anxious to learn, and their progress has exceeded our best anticipations; and, so far as we have the means of knowing, the parents are delighted with the beginning which has been made.

From present appearances the school will consist of about thirty-five scholars for this winter; thirty of them residents of this city, and five from towns in the vicinity.

By a careful estimate from statistics at hand, the time seems not far distant when the school will consist of not less than seventy scholars who can board at home, to the great joy of their families.

We are pleased to know that the school is held in general favor by our citizens, so far as they are informed; that the enterprise has met the almost unanimous approval of the city council, and that there has not been a dissenting voice or vote in this Board.

Respectfully submitted.

H. S. WASHBURN, *Secretary of the Committee.*

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### EXPENDITURES, 1870.

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The annual cost to the Commonwealth of supporting a pupil in each of the Deaf-Mute Schools is as follows:—

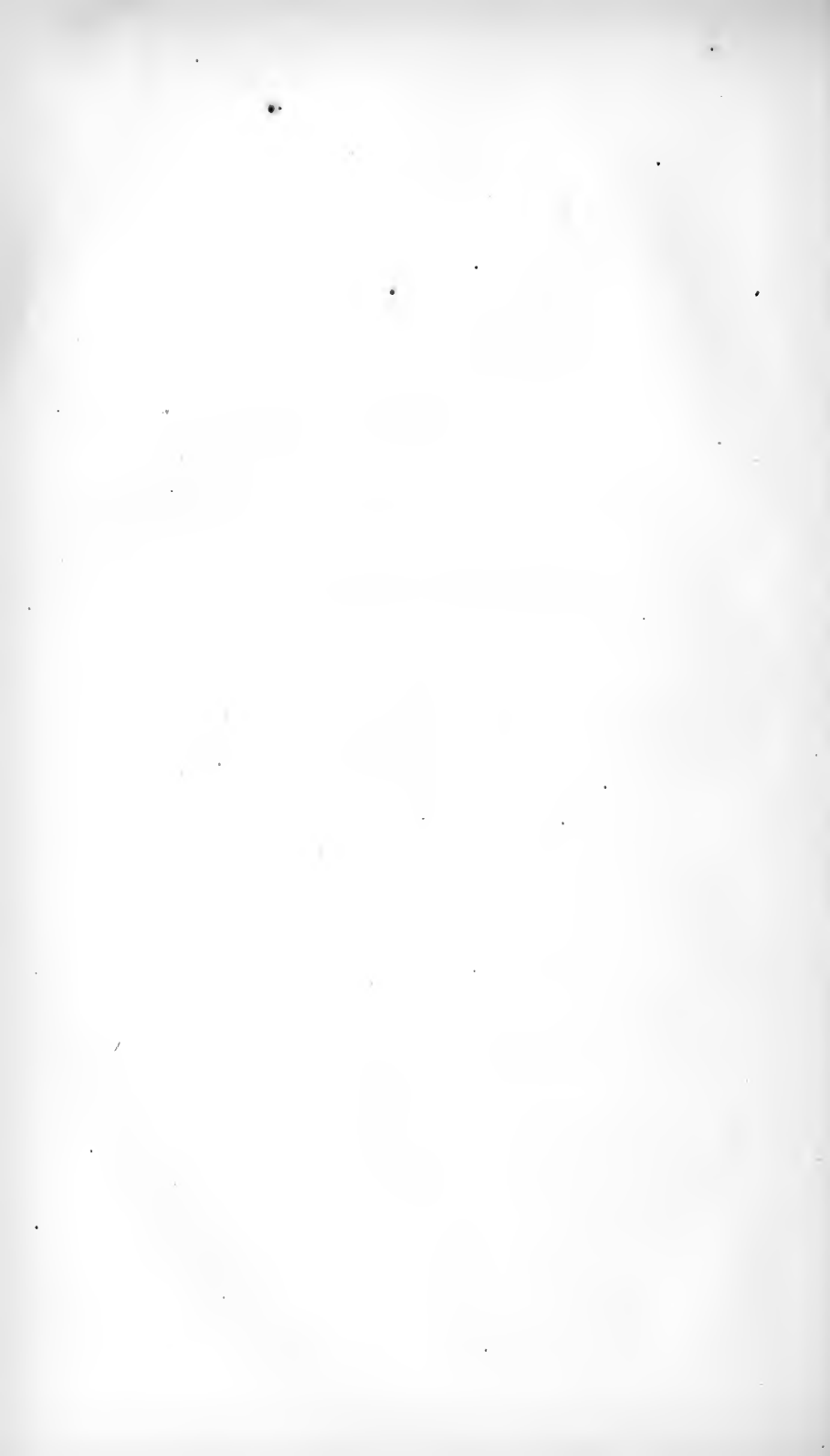
American Asylum, . . . . .	\$175 00
Clarke Institution, . . . . .	250 00
Boston School, tuition, residents of the city, . . . .	100 00
Non-residents, . . . . .	150 00

The amount of the appropriation for the support of such pupils during the year 1870, was . . . . \$30,000 00

The sums paid on this account during the year were,—

To the American Asylum, . . . . .	\$18,694 41	
Clarke Institution, . . . . .	6,638 16	
Boston School, . . . . .	1,377 46	
	<hr/>	26,710 03

Balance of appropriation, January 1, 1871, . . . \$3,289 97





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R E P O R T

OF THE

AGENT OF THE BOARD.

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## AGENT'S REPORT.

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*Gentlemen of the Board of Education :—*

The duties of the Agent, and the manner in which they are performed, in general and in detail, being similar in character from year to year, have been so frequently presented in previous Reports, and are so well understood, that it seems unnecessary to dwell upon them again. Omitting, therefore, any detailed statement, I will say, in general, that besides the customary visitation of schools to ascertain the character of the school buildings and accommodations, methods of teaching, &c., &c., in more than eighty different towns and cities, in eleven counties, and public lectures in as many of these as circumstances would permit, I have by special invitation frequently attended meetings of teachers and committees, in different parts of the State, to address them on some educational topic of local or general interest, and also the public examination of schools at which opportunities were afforded me of making short addresses not only to the pupils, but also to the parents and others in attendance. For seven weeks I was engaged in constant attendance upon Teachers' Institutes, and much time was occupied in visiting towns and conferring with committees and teachers to make preliminary arrangements for these. I have had frequent requests from school committees to visit their towns to advise them with regard to grading their schools, the kind and style of school buildings, furnishings, &c., and have always cheerfully responded to such requests. To these and similar duties my whole time and best energies have been devoted during the year. The very kind manner in which my official visits have in every instance been received by all parties interested, notwithstanding the unpalatable truths I have frequently found it necessary to tell them in regard to poor school buildings, and deficiencies in other educational matters, has been very gratifying to

me, and for all the kind attentions of the friends of education which I have received in these visits I would here render my grateful acknowledgment. In many instances I have, by special and urgent invitations, visited the same towns two or three times during the year to accompany the committees in their examinations of schools, or to lecture to the teachers or citizens.

There are numerous topics suggested by these visits, and by my somewhat intimate knowledge of the condition of the Public Schools of our State, which it might be appropriate for me to present, and which my copious "memoranda" would enable me to do at much length. A few only of the more important topics will now be presented for consideration.

### THE DISTRICT SYSTEM.

I have found, with scarcely an exception, in the towns visited by me, a general and strong dissatisfaction, among those most familiar with and interested in the schools, at the action of the last legislature in virtually repealing the Act of the previous year whereby the School District System was abolished. That Act was passed with such unanimity by the legislature of 1869, there being but nine votes in opposition to it in the House of Representatives, and none in the Senate, that the people generally regarded it as a finality, and the towns that had not previously voluntarily abolished the system, were, with few exceptions, making arrangements to comply with the Act. The great majority of the friends of education throughout the State rejoiced that by this Act of abolishment a simple, uniform and effective system was created, and were greatly surprised that the legislature of the succeeding year authorized towns to re-establish the District System "by a vote of two-thirds of the legal voters, present and voting thereon."

It may be well to have the fact known that petitions for this change were presented from only thirty-two towns, sixteen of which are in Franklin County, seven in Berkshire, four in Plymouth, two in Worcester, and one each in Hampden, Barnstable and Norfolk; that they were signed by only twenty-nine hundred and fifty-nine petitioners, representing only twenty-six per cent. of the voters in these thirty-two towns. Many of these towns have suffered very much from the operation of the old system, and stand among the lowest in everything relating to educational matters. For example, the only town in one of the counties that presented

a petition for this purpose, signed, however, by only twenty per cent. of its voters, reported as the estimated value of its eight school-houses \$350—an average of \$43.75 for each,—and in 1867 spent \$5 in repairing them, and the same amount in 1868, being an average expenditure of 62½ cents for each school-house. Several other towns, in other counties, from which these petitions came are but little better off in respect to school accommodations, and yet these petitioners wished to have a system restored from which no improvement in this respect can be expected. The School Reports of many of these thirty-two towns, written by those who are most intimately acquainted with the practical working of this system, abound in condemnation of it. I will quote from a few of them :—

1.—“The new system is incomparably better than the old.”

2.—“The evils of the district system are so numerous that the brief limits of this report fail utterly to do them justice.”

3.—“We rejoice at the law abolishing the district system. We think it will result in great good to our schools.”

4.—“It can be no disadvantage to us as a town and individuals that the legislature has abolished the school district system.” As one of the beauties of this system, the committee from whose report the last extract is made, reported last year two schools whose whole number belonging and attending was *one scholar to each*. And a year or two before, one of its school districts had but one child attending its school, which was maintained at an expense of more than \$60.

5.—“In one school two pupils present and one absent. There are other districts numbering but seven or eight all told. The aggregate of five districts in town would require the services of but one teacher.” Some of the schools in this town were kept only three months and a few days.

6.—“We regard the reluctance of the town to do away with this ancient system as a very great impediment to progress in the schools.” This town, after quite a struggle, is one of the few that have during the year voted to return to this “very great impediment to the progress of their schools.”

Similar quotations might be made from the reports of schools in other towns from which these petitions came.

Though the Committee on Education reported adversely to the petition, it passed both branches, and any town so choosing can now return to this system. I am not at all surprised at the great dissatisfaction existing among the friends of education throughout the State occasioned by this Act. I will only add that from a careful observation for many years of the practical results of the district system, I fully endorse the sentiment that it is "a very great impediment to progress in the schools."

#### SCHOOL BUILDINGS.

In my last Report I presented statistics to show what great advance had been made in many parts of the State, within a few years, in the erection and furnishing of school-houses. The school-year of 1869-70 has furnished equally gratifying evidence of similar improvement and progress. The amount expended in 1869 for erecting school-houses is reported to have been \$1,453,307, and for repairing, &c., \$315,411, and the estimated value of all the public school-houses in the State, January, 1870, was \$13,612,571. Of this amount Suffolk County expended for erecting school-houses \$384,000 (all this was expended by Boston); Essex County \$376,000; Middlesex County \$251,000, and Worcester County \$181,000. I have visited during the year nearly all of the thirty-four towns in Essex County, in the miserable school-house of one of whose rural districts I made my first experiment in teaching school, many years ago. Having spent nearly a fourth part of my life as pupil and teacher in that county, it is with much satisfaction that I observe the great improvement in school accommodations now so manifest in the majority of its towns. Of its deficiencies in some other important matters I may speak under other topics. During 1869-70, Beverly expended \$40,090 for erecting school-houses, Gloucester \$20,720, Haverhill \$14,225, Lynn \$120,000, Peabody \$86,000, and Salem \$62,000. Several of these also expended a large amount for erecting and repairing during 1870, and many other towns have expended liberally for the same purposes. It is hoped that the spirit of improvement may soon reach a few towns in the county whose school buildings are now anything but a credit to them. Many other cities and towns in the State have done nobly in the same direction, and their school buildings are, in every respect, all that can be desired for such purposes. Boston, of course, takes the lead in

building and equipping school-houses, and for its Girls' High and Normal School-house, not yet completed, has already expended \$245,000, and for other buildings completed during the year 1870, expended as follows: for the Lyman Grammar School-house \$115,000, for the Sherwin Grammar School-house \$112,000, for four Primary School-houses, \$60,000, \$28,000, \$57,000, and \$47,000, and large sums for remodeling and repairing others. In 1869-70, Springfield expended for erecting school-houses \$53,000, Waltham \$84,000, and Worcester \$110,000. Charlestown, Lowell, Taunton, and numerous other towns and cities have recently completed school buildings, many of them beautiful in architecture, thoroughly equipped with everything essential to the comfort and health of their occupants, and admirably adapted to the purposes for which they were erected. I am unable to state the amount expended for these. It is greatly to be regretted that not unfrequently the planning, erecting and furnishing such buildings are entrusted to persons who have little or no experience in such matters; yet self-confident, without consulting with or taking counsel from members of the School Board, teachers and other experts, and often in utter disregard of their wishes, they expend large sums of money for such purposes, and when the building is completed it proves almost a failure. Thousands of dollars are thus wastefully expended every year, in our State. I would renew the suggestion made in my last Report, that "a special Report be prepared giving a detailed description of the size, plan, mode of heating, ventilating and lighting, the cost, &c., of some of the best school-houses in the State, adapted to the different grades of schools, as an aid to those needing information on such subjects."

I believe that a special appropriation for this purpose would be justified by the great advantages that might reasonably be expected to result from it.

#### ABSENTEEISM AND COMPULSORY ATTENDANCE.

From an examination of the School Registers in the several towns I have visited, and from the Returns made by the school committees throughout the State, I am surprised at the low ratio of attendance at school to the whole number of children between five and fifteen years of age. The number of children of this age in the State in 1869-70, was reported to be 271,052, and the mean average attendance of these at Public Schools 199,713, being a ratio of only 74 per cent.

The "Ratio of attendance" in seventy of the three hundred and thirty-five towns of the State is very good, being 85 per cent. and upwards, which is as high as could reasonably be expected, considering all circumstances. In some it is much higher, and would be increased somewhat, perhaps, in nearly every case, were the number of those attending Private Schools and Academies taken into the account. In many, the number of the habitually idle and attending no school must be comparatively insignificant, were it not that even one such child threatens to become an element of evil to the body politic. There is a great difference in this respect in the different counties, the ratio being  $78\frac{36}{100}$  per cent. in Middlesex, and nearly that in several other counties, while in Essex it is only  $66\frac{70}{100}$  per cent. In "average attendance" Essex County stands very low, Berkshire only being lower. This "Ratio" is much lower in the cities than in the towns. There are but two towns in the State that rank lower than Salem, and six lower than Lawrence, and the rank of Newburyport and of Lynn is but little better. It is difficult to understand why in two cities so nearly alike as Lowell and Lawrence, the "average attendance" in the former should be  $74\frac{61}{100}$  per cent., and in the latter  $54\frac{36}{100}$  per cent., or why in New Bedford it should be  $85\frac{96}{100}$  per cent., and in Salem only  $49\frac{89}{100}$  per cent. The difference between the number of those attending separate Catholic schools in the two former cities, and of Private Schools in the two latter is not sufficient to make much difference in the comparison.

It is a sorrowful thought that notwithstanding the very large amount expended for the maintenance of the Public Schools of our State, so large a proportion of children of school age fail to reap the advantage of this, and grow up in comparative ignorance. It is true we have a compulsory law with sufficient penalties if it were enforced, but in many towns it is not only never enforced, but no disposition to enforce it is shown. Says General Oliver, whose experience and observation for two years as a State Constable, specially delegated to see to the enforcement of this law, were such that he knows whereof he affirms:—

"Nobody looks after it, neither town authorities, nor school committees, nor local police, and the large cities and many of the towns of the State are full of unschooled children, vagabondizing about the streets, and growing up in ignorance and to a heritage of sin. The mills

all over the State, the shops in city and town, are full of children deprived of their right to such education as will fit them for the possibilities of their after life, and nobody thinks of obeying the school laws. In fact, most persons are ignorant that there is any such law, so that between those so ignorant, and those that 'care for none of these things,' we have no right to boast about 'compulsory education in Massachusetts.' In fact, from the experience of the writer in attempting prosecution to enforce the School Act for Factory Children—an act almost wholly disregarded, he doubts whether any law officer to whom cases might be brought, would bring action. It would require much courage to enter the lists against the power that sets the law at defiance. We ought to stop boasting in Massachusetts, educationally at least, because we are very weak and vulnerable in that direction."

Some of the cities and towns in the State have availed themselves of the authority given them by the Statute, and have appointed Truant Officers, and established "Reform Schools" to which children between the ages of seven and sixteen who are "not attending school, or, without any regular occupation, are growing up in ignorance" may be sent if it is thought best, instead of being fined. Such a school, for *boys* only, has been established in Springfield, in one wing of the almshouse,—a very objectionable place, for obvious reasons,—and placed under the care of a suitable matron. An ungraded school has also been established in that city, where habitual truants who ought not to be sent to the reform school may be kept under instruction until they can return to the graded schools. From several visits to this school, I judge that it is doing an excellent work. It is under the care of a gentleman who is also the principal truant officer, whose duty it is to look up all truants, and investigate the cases reported to him from the Public Schools. Having a female assistant, with whom he can leave his school when required to do so, he is able to attend to such cases. When satisfied that one is a real truant, and that there is no mode of preventing it, he takes him to the ungraded school and keeps him until his attainments and habits will allow of his being transferred to a graded school. If still irregular, the reform school is pointed to as the alternative, and this is generally effective; so that there were reported to be only twenty-two in the reform school, some of whom would have been in jail if not sent there. "The result has been," say the committee, "that the at-



tendance upon the schools has been increased and made more regular."

In my last Report I alluded to the "Half-Time School" established at Indian Orchard, by the Springfield school committee, where the children employed in the manufactories attend school three hours each day for forty weeks, and work in the mills the rest of the time. They are paid full wages for three-quarters time, so that the arrangement is satisfactory to the parents. The agent of the mill says "that, where the children were before losing from one to four days per month, they are now working full time during the hours assigned to labor, the school hours being a *real rest* to them. He fully believes the half-time system is practicable, and wherever adopted, the manufacturer as well as the operative will derive a benefit from it."

In Fall River, also, the effort to secure a better attendance of all children of school age, and especially to afford to those employed in the factories the advantages of instruction, has been continued with excellent results. To the efficient labors of its one truant officer, during the year, is attributed "a decrease in truancy of about fifty per cent." The "Factory School," as the Superintendent says, "has succeeded far beyond the most sanguine expectations of its friends. Difficulties which were anticipated have not been encountered; good results unlooked for have appeared in the progress of the work. The children in the mills look forward, as to a vacation, to the time of school, as a relief from the long hours of labor; they take hold of study with earnestness and enthusiasm, and return to their work not only invigorated and refreshed, but, carrying with them school influences, are more attentive and industrious. A class of children are reached and brought under moral influences here, that could not be reached in any other way. Aside from the education which they receive, and which they so much need, other influences are at work, the results of which will in the future exert most powerful sway over them for good, and through them the community of which they form a part." The school-year comprises the fifty-two weeks, giving thirteen weeks to each term. One-fourth of the factory children attend, six hours a day, for a term, the additional week enabling any who need it to make up lost time, and so complete the period of twelve weeks required by law, and thus receive from the Superintendent a certificate, without which they

could not again be employed in the factory. As three-fourths of the children are constantly at work, there is no lack of such help, and the families where there are three or four children of school age, lose the wages of but one at a time. The prominent features of this system are admirable, and worthy of imitation in large manufacturing cities. During the year 1869, the whole number reported as received from the mills was 851, and the average number in school each term was 212. This excellent arrangement meets the wants of this class of children in that city very well. The low "Ratio of attendance" at school to the whole number of children between 5 and 15 years of age in Fall River, being only  $57\frac{56}{100}$  per cent. gives it the lowest rank in Bristol County, and the lowest but eleven in the State, and shows that something more is needed to *compel*, if need be, all the children to avail themselves of the school privileges for which that city quite liberally provides. "We cannot," say the school committee, "as a city or as individuals, afford to rest in peace while so many of our children are not found within our school walls,—not enjoying the privileges which our schools afford. Our future history will sooner or later tell the sad story of this non-attendance; for ignorance is antagonistic to good morals, free institutions, and to the settled policy of our Commonwealth in requiring her children to be possessed of the rudiments of learning before she entrusts them with the franchise." These remarks are equally pertinent in their application to the whole State. The *Common-weal* is in danger while one-fourth of its children of school age are suffered to grow up in comparative ignorance. A compliance with the requirements of the Statute, by appointing "Truant Officers," and establishing "Reform Schools," as in the cities above named, and in Boston, Lowell, New Bedford, and some other cities and towns, only partially meets the difficulty. Our Massachusetts law is "compulsory" more in its letter and intent than in its actual execution. Nor can any very decided benefit be derived from it until it is rigidly and generally enforced. Can it be said of any city in Massachusetts, as is said by the School Superintendent of St. Paul, Minnesota, "I have reason to believe that, through the Public Schools and the Private Schools of the city, *all the children of the city are in attendance upon a course of education?*" With the concurrence of the chief of police and his force, truancy is scarcely known in the city during school hours. *In no part of the city,*

*neither in the town, nor the streets, nor at the depots, nor in the suburbs, will children be found during school hours.* I take pride in calling attention to the fact, and have invoked the assistance of the police, on the assumption that a vagrant child is as much under their supervision as a vagrant man, and I am happy to know that they are in full sympathy with me."

"Compulsory education" means something in those foreign nations whose systems of instruction, and the universal education of whose citizens excite our admiration and our praise. "The end which the administrative authorities" (of Switzerland) "propose in founding popular schools, in general has been to give to all the children indiscriminately, to whatever class or religion they appertain, the instruction necessary to make them intelligent citizens and useful to their country." "There are only exceptional circumstances, as a malady, too great physical weakness, or imbecility, which can exempt them from it" (meaning attendance at school, "until the age of sixteen years complete"), "and then it is necessary that these facts be verified and attested by the physician of the Cantonal Commission." "Eight days before the commencement of the school-year, and the opening of the schools, that is to say, ordinarily the first part of May, the commission of superintendence addresses to all persons interested a copy of the school laws, and reminds them at the same time of the obligation which they are under of sending their children to school." The penalty, which in Germany varies a little in different states, is in Switzerland invariably severe. "The *parents* or *guardians* who violate the law by permitting their children to absent themselves from the school without permission, or without admissible excuse, are first warned, then after a second absence of the child, are punished by a fine of from eight to ten florins, and in case of repetition are condemned to prison by the ordinary tribunals."

"The penalty is very rarely inflicted. Each head of a family holds it an honor to educate his children; and public opinion is as powerful as the law (*l'opinion publique est aussi puissante que les lois*"). Even in Holland, whose popular, national and effective school system was prior to, and in advance of, any other school system in Europe, and from which the best features of our American school systems have been borrowed, popular education has been regulated by law. Says Matthew Arnold, in his excellent report, "even the school-loving people of Holland, so well

taught, so sober-minded, so reasonable, is not abandoned in the matter of education to its own caprices." It is said that in no other country is there so thorough and universal Common School education, or so complete a provision for the education of all classes in all branches of science and literature, and for all the trades, employments and pursuits of life, as in Prussia. It is an avowed principle of that government, and has been from the earliest period of the Reformation, that every child shall be educated and well educated, and provision is made for the removal of every obstacle to the application of this principle. It requires the education of each child from seven to fourteen years of age, inclusive, and prevents, by fines and imprisonment, if necessary, any parent from robbing his child of the sacred right of a good education, and from depriving the nation of an educated citizen. We should naturally suppose that such a "compulsory" system would be very odious to the mass of the people, but it seems to be quite otherwise. Says Mr. Pattison, the English School Commissioner to Germany, "The compulsory attendance by itself, is now so entirely adopted into their habits that it has quite lost its involuntary character." "This habit of universal attendance at the day schools is one of the most precious traditions of the German family."

The testimony of Mr. Kay, in his work on "The Social Condition and Education of the People of England and Europe," is very explicit on this point. During four weeks of solitary rambles through different parts of the Rhine Provinces, putting himself as much as possible into communication with the peasants and with the teachers, conversing with many of the very poorest of the people, with both Romanists and Protestants, and always *endeavoring* to elicit expressions of discontent with the system, he says he "never once heard in any part of Prussia one word spoken by any of the peasants against the educational regulations; but on the contrary, everywhere received daily and hourly proofs, of the most unequivocal character, of the satisfaction and the real pride with which a Prussian, however poor he may be, looks upon the schools of his locality." "Often and often," he says, "have I been answered by the poor laborers, when asking them whether they did not dislike being *obliged* to educate their children,— 'Why should I? The schools are excellent; the teachers are very learned and good men; and then think how much good our children are gaining; they behave better at home, they make our

families all the happier, and they are much better able in after life to earn their own livelihood. No, no! we do not dislike the schools. We know too well how much good our children are gaining from them. We have not the least reason to complain.' I have heard this said over and over again in different parts of Prussia, Saxony, Bavaria, Württemberg and Baden; and, indeed, I may add that throughout Germany I never heard one single word of discontent uttered against these truly liberal and Christian establishments." Many of the excellent features which have so long characterized the school systems of Prussia, Holland and Switzerland, we have engrafted upon our Massachusetts system with gratifying results. May we not also follow their example in the enactment, and *enforcement* of suitable "compulsory" measures to secure to *all* the children of school age the advantages of education, so liberally provided for them by the annual expenditure (as in 1869-70, all things included) of more than five million dollars, giving an average for every such child of more than twenty dollars?

"A voice from across the waters," says Senator Wilson,\* "echoed and re-echoed from the bloody battle-fields in the present Franco-Prussian war, is significant and to the point. A system of compulsory education, established for more than two centuries in portions of Germany, and for more than a century and a half in Prussia, has brought forth fruits which the world see. France, with a fairer and more fertile country, with the prestige of a brilliant military record, but with a population ignorant, priest-ridden, and emasculated of their manhood, lies beaten on every field and helpless at the conqueror's feet. The lesson should not be lost on the American people."

I will close my remarks on this topic, upon which I have dwelt at such length because I deem the subject one of vital importance in its relations to the highest prosperity, present and prospective, of our Commonwealth, with an extract from a letter to General Eaton, the National Commissioner of Education, written by the Hon. A. J. Mundella, the distinguished advocate of popular education, in the British Parliament, giving his opinion of our American school system, formed from personal observation during a recent visit to our country:—

\* Atlantic Monthly, January, 1871.

“The munificence of the American people in the sections I have visited, in providing schools, is, in my opinion, entirely without a parallel; a good education being offered free to every American child. If I have any regret it is to notice that where such ample, almost lavish, provision has been made, there are still many who partake very sparingly only, while others absent themselves altogether from the feast. If you could introduce a plan for enforcing regular attendance for a course of years, as is done in Germany, your educational system would leave little or nothing to be desired. I may state from long experience, that where the education of children is wholly dependent upon the parents, selfishness, or the indifference, or intemperate habits of many, will cause a considerable number to be entirely neglected, or only partially educated; and in a country like yours, where the only guarantee for your free institutions is the intelligent assent and support of the citizens, the State and the Nation have a right to demand that those who share in the government of the country and enjoy its privileges, shall have had the advantage of education and a virtuous training. I can quite understand that American citizens generally need no compulsory powers to enforce the education of their children; but with the immense influx of emigrants from all quarters of the world, too many of them, also, entirely illiterate, it is not safe to commit to the discretion of such persons the question whether the future citizens of this country shall or shall not be educated.”

#### SCHOOL SUPERVISION.

It has been said, and with great truthfulness, that “the most important branch of administration, as connected with education, relates to school inspection.” It is asserted by some careful observers, that the Dutch schoolmasters are decidedly superior to the Prussian, notwithstanding the numerous Normal Schools of Prussia, and the two or three only in Holland, and this superiority is attributed entirely to a better system of inspection. This is the basis on which the whole fabric of their popular instruction rests. The absence of such a thorough supervision of schools as is maintained in Holland, with such admirable results, is the weakest part, I think, of our Massachusetts system.

What is needed for all our schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that

after a long life devoted to educational labor, he said, "Take care how you choose your inspectors; they are men whom you ought to look for lantern in hand."

The great majority of school-committee men to whom by Statute the supervision of our schools is confided, by their own acknowledgment discharge this duty very imperfectly. There are very few men in any community who can afford to devote the time and labor which this service requires, for the paltry sum of "in cities one dollar, and in towns one dollar and a half a day, for the time they are actually employed in discharging the duties of their office" as members of the school committee, for this is all that they can receive, unless, as is seldom the case except in the large towns and cities, additional compensation is expressly allowed to them. It gives me great pleasure to say that from an examination of the School Registers, from the statements of teachers, and in other ways, I am satisfied that this duty is very faithfully discharged, and with most excellent results, by the school committees, or some portion of them, in numerous towns of the State. Where it is not, the result is what might be expected. "A school," says Everett, "is not a clock which you can wind up and then leave it to go of itself." Our railroads and factories require some directing, controlling and constantly supervising mind for their highest efficiency, and do not our schools need the same? To meet this great want, eleven of the fifteen cities in our State, and numerous large towns, have availed themselves of the provision of the Statute, and elected school superintendents who devote their whole time and energies to this work of supervision.

I have visited all, or nearly all these towns and cities, and several of them frequently, and can bear my decided testimony to the great benefit that has thus resulted to their schools. The following Table may be of interest to some, giving the names of the cities and towns employing superintendents, and the names of these officers, with their salaries, so far as known:—

CITIES AND TOWNS.	Superintendents.	Salaries.
Boston, . . . .	John D. Philbrick, . . . .	\$4,500 00
Cambridge, . . . .	Edwin B. Hale, . . . .	3,000 00
Charlestown, . . . .	Benjamin F. Tweed, . . . .	2,500 00
Fall River, . . . .	M. W. Tewksbury, . . . .	2,000 00
Lawrence, . . . .	G. E. Hood, . . . .	1,500 00
Lowell, . . . .	Charles Morrill, . . . .	2,200 00
New Bedford, . . . .	H. F. Harrington, . . . .	2,000 00
Salem, . . . .	Jonathan Kimball, . . . .	2,500 00
Springfield, . . . .	E. A. Hubbard, . . . .	3,000 00
Taunton, . . . .	W. W. Waterman, . . . .	1,750 00
Worcester, . . . .	A. P. Marble, . . . .	2,500 00
Amherst, . . . .	H. L. Read, . . . .	1,800 00
Beverly, . . . .	Lewis F. Dupee, . . . .	1,500 00
Dennis, . . . .	M. S. Underwood, . . . .	-
Holyoke, . . . .	S. A. Walker, . . . .	-
Kingston, . . . .	Joseph Peckham, . . . .	-
Mansfield, . . . .	L. E. Grover, . . . .	-
Northampton, . . . .	L. F. Ward, . . . .	2,000 00
Pittsfield, . . . .	L. Scott, . . . .	-
Plymouth, . . . .	Charles Burton, . . . .	1,150 00
Somerville, . . . .	J. H. Davis, . . . .	1,650 00
Woburn, . . . .	Thomas Emerson, . . . .	2,200 00

Several other towns, as Chelmsford, Dover, Marion, Mendon, Swansea, &c., employ a superintendent, usually a member of the committee, and delegate to him the important duty of supervising their schools, paying him, however, a very meager compensation, often not more than the "dollar and a half a day for the time actually employed in discharging the duties of the office," even though the expense of conveyance to and from the distant schools equals or exceeds this sum. I spent a day, recently, in visiting the schools in one of the above towns, of extensive area, and was told by the Superintendent that for all his services the previous year, examining teachers, visiting and examining schools, and writing the Annual Report, the town voted him the sum of \$36.50, no other member of the committee receiving anything. He is a college graduate,—a gentleman of some leisure,—and having a family of young children, feels a deep interest in the schools, and the good influence of his labors is apparent. Not many towns, however, are so fortunate in this respect. How to meet this great want of a proper supervision of our schools is the great problem of the day. The more direct, frequent and constant this supervision is, when wisely and judi-



ciously exerted, the more successful will be the results. Hence the employment of a person possessing the needed qualifications, who shall devote his whole time to the schools of one town, is unquestionably the best thing. Next to this, is for several towns, favorably located, to unite in employing such a person, who shall divide his time among them, and be paid proportionately by them according to the time and service rendered, and this they are authorized to do by the special enactment of the last Legislature. If a sufficient number of County or District Superintendents can be appointed, and adequately remunerated for their services by the State, counties or towns, this, in the opinion of many, would be very desirable.

This whole subject, so important in its bearings upon the educational interests of our State, demands and should receive earnest and thoughtful consideration.

#### TEACHERS' INSTITUTES.

These have been held, during the year, as follows:

At Beverly, October 3, five days;	number attending,	323
Natick, October 10,           “           “           “		176
Montague, October 24,       “           “           “		125
North Dana, October 31,     “           “           “		74
Blackstone, November 7,   “           “           “		80
Monson, November 14,     “           “           “		80
Charlemont, Nov. 29, four days;	“           “	64

Making an aggregate attendance of	.	.	.	922
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There was also a day Institute held in Newburyport, attended by the teachers of that city, and from some of the neighboring towns. This was an experiment, and so successful as to suggest the expediency of frequently holding short Institutes, in different parts of the State, for two days, which might be conducted by the Agent with such special assistance as particular localities might render desirable. This would be attended with much less expense, and would not unduly tax the hospitalities of the people among whom they were held. It seems to me desirable to modify, in some way, our system of Institute work. It has been the same, essentially, since it was commenced a quarter of a century ago, the first Institutes held in Massachusetts having been in 1845.

There have been some modifications of the original Act authorizing the holding of Institutes, in respect to the length of time they should be held, and the minimum number that must justify the holding of them. It has been customary for many years, if not during this whole period, for the people of the towns in which they have been held to extend their hospitalities to the teachers in attendance. This kindness, so far as my observation enables me to judge, has been very cheerfully rendered, still, it is, when extended for a whole week, too severe a tax to impose upon any people, and in making preliminary arrangements for holding Institutes I shrink from intimating the expectation of free entertainment. Yet, without it, the attendance would be seriously lessened, for many lady teachers, especially from the rural towns where their wages are so very small, cannot well afford the expense that would otherwise be incurred by them. The attendance, too, is entirely voluntary, so that they can come and go when they choose. There is nothing in the Statute, nothing in the requirements of school committees, that renders the attendance of teachers imperative. In some States in which Institutes are held it is different. The State officials, having charge of them, are authorized to examine those in attendance, and to give to the deserving, certificates of qualification to teach in the several grades of schools, and these can be accepted by school committees without further examination. A certificate of faithful attendance upon all the exercises of the County Institute is often an indispensable requisite to securing a situation to teach in the schools of such county. Hence there is a strong motive impelling many teachers, in such States, to attend the Institutes which are often continued for two weeks, and to pay for their board which is usually furnished at reduced rates. I am not prepared to make any definite suggestions on this subject, but think that it is, in all its bearings, deserving of consideration by the Board.

The Institutes that we have held during the year have been very satisfactory,—on the whole, I think the most so of any with which I have been connected,—and seem to have been highly appreciated by the teachers and citizens. The attendance of teachers at several was not so large as might, perhaps, have been expected, and as in some other parts of the State it would have been. The Institutes were advertised as usual, many of the towns adjoining those where they were to be held were previously visited by me to

awaken an interest in them, and in each case circular letters were sent by me to the Chairmen of the School Committees in about twenty towns. The exercises of the day sessions were frequently attended by many of the citizens, and nearly every evening lecture, which was usually followed by Readings, was very numerously attended, especially the latter part of the week when the character of the Institute became better known. At two of our evening exercises, one in Beverly and the other in Natick, by actual count a thousand or more were present. The following Resolution, which was heartily adopted at the close of the Institute in Natick, is a specimen of the kind manner in which they seemed to be regarded in all the places where they were held :—

*“Resolved,* That we hereby tender to the teachers and lecturers of the Institute, which is just now closing, our hearty thanks for the abundant instruction and rich entertainment which they have furnished both to our citizens, and to the teachers who have come from abroad. It gives us pleasure to say that in our judgment such Institutes are calculated greatly to increase the interest in education in every place where they may be held.”

Teaching exercises and lectures at the day sessions were given at all the Institutes by Mr. Niles of Cambridge, Mr. Walton of Westfield, the Secretary, and the Agent of the Board ; and at several of them by Prof. Churchill of Andover, Mr. Treat of Marlborough, Mr. Dickinson and Miss Kingsley of Westfield, Mr. Hagar of Salem, Mr. Boyden of Bridgewater, Prof. Bail of New Haven, and Mr. Gilman of Lee. The evening lectures were all given by Mr. Niles, by the Secretary, and the Agent, with the exception of one on “Art Culture,” by Mr. Mason, a member of this Board. The evening lectures were generally followed by Readings by Prof. Churchill at three of the Institutes, and by Rev. Mr. Treat at the others.

#### NORMAL CLASSES OF INSTRUCTION FOR TEACHERS.

From the Summary of “School Returns” page lix, it would appear that there were employed as teachers in the Public Schools of our State in 1869–70, eight thousand one hundred and six “different persons,” one thousand and fifty-eight males, and seven thousand and forty-eight females. This is not the actual number

of "different" persons so employed. Many of the rural towns frequently change their teachers. For example, in Barnstable, Berkshire and Franklin Counties, there are seven hundred and thirty-one schools, in the great majority of which only one teacher is employed, and yet, according to the "Returns," there were employed to teach these, eleven hundred and twenty-five "different persons." Very frequently the same person teaches in two or three different towns the same year, and therefore is reckoned as two or three "different" teachers. I can recall to mind several cases of this kind that have come to my knowledge. The probability is that not more than seven thousand "different persons" were actually employed as teachers during the year.

In the four thousand nine hundred and sixty-three Public Schools of our State, the demand for new teachers each year to fill the numerous vacancies caused by death, marriage, resignation, &c., is great. This demand is very inadequately met by thoroughly qualified teachers. Some of the College graduates, who seek the most prominent positions as High and Grammar School teachers, bring to the work such experience as the teaching of a District School one or two winters can give them, but many of them have not even such limited experience, and, indeed, have no theoretical or practical knowledge of what is essential to success in such a calling. Hence the first few years of their teaching are of much less value than would be the case if they had had previous professional training for the work, and their schools suffer in consequence. As I presented my views somewhat at length on this subject in my last Report, I will merely renew the suggestion, which I deem a very important one, that as the Colleges and some other prominent educational institutions of our State have received large sums from its treasury, they be required "in return, to make provision for the special and professional training of those who are to be principals of our High Schools and Academies, and Superintendents of Public Schools; or, that the State annually appropriate a sum sufficient for the support of a Professorship of Instruction at one or two, if not at each of our Colleges, for the special benefit of those who intend to devote themselves to teaching." If it should not be deemed expedient to employ for this purpose a resident professor, to give his whole time to any one institution, a course of lectures, extending through several weeks, embracing Normal methods of instruction, school government and

other related topics, could be given by one or more competent persons at several of these institutions, and at comparatively little expense.

But how shall the much larger number of properly qualified teachers be obtained for the lower grades of schools,—lower in rank, but not in importance,—and for all the ungraded schools in the small rural towns? Hundreds of such are needed every year. That large numbers engage in this service who, though passing such an examination as the great majority of the more advanced pupils in High and Grammar Schools could easily pass, are yet in all the essentials of a good teacher incompetent for the work, would be apparent to any one who should visit their schools. I have visited scores and scores of such schools where it seemed to me the money of the town was securing very inadequate returns by the employment of such teachers. From our four Normal Schools were graduated last year, one hundred and seventy-one. This small number cannot begin to meet the want. The special “Training Schools,” now established in several cities are doing excellent service, but their graduates are needed to meet the wants of these cities. Denmark, Würtemberg and Hanover, with a population but little exceeding that of Massachusetts, support, the former eight, and the latter seven Normal Schools. Until our State, *after more fully meeting the urgent wants of its existing Normal Schools*, shall add several to the number, we must endeavor to increase the number of qualified teachers by every other possible means. The establishment of “Normal Classes for Teachers” in connection with some of the best Academies in different parts of the State, would, under judicious management, prove of great service in the preparation of teachers for the lower grades of schools, as similar classes in the Colleges would for the higher grades. But as this has been urged by His Excellency, the Chairman of your Board, in each of his annual messages, by the Secretary in two annual reports, and by yourselves in your last report, I will only repeat what I said last year, that “I am fully persuaded that these suggestions, if carried out, would greatly promote the educational interests of the State.”

The condition and wants of our Public Schools being essentially the same from year to year, must be an apology, if one is needed, for presenting somewhat similar topics for consideration in annual reports. My inspection of the schools of the State, and my fre-

quent conference with teachers, school committees and citizens, in the towns visited by me, furnish me with abundant material which is of constant use to me in the discharge of my official duties, and yet comparatively little of it is of such a nature as to be of general interest in a public report, even if it were expedient to present it. It is not unfrequently the case that in my addresses to teachers and to citizens, here and there, throughout the State, I speak of existing local defects, and "short-comings," which it would be improper to publish to the world.

With a deeper sense of the great importance of the work which you have delegated to me, and of the responsibilities connected with the discharge of its duties, I close the labors of another year.

ABNER J. PHIPPS.

Boston, January, 1871.

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THIRTY-FOURTH ANNUAL REPORT  
OF THE  
SECRETARY OF THE BOARD.

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## SECRETARY'S REPORT.

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*Gentlemen of the Board of Education :—*

At the close of another year's service as your Secretary, I herewith lay before you my Tenth Annual Report, and the Thirty-Fourth from this Department.

Your attention is first invited to a summary of the statistical returns made from every town and city in the Commonwealth; and to a brief comparison of some of the leading features of this summary with those presented ten years since.

### SUMMARY OF STATISTICS FOR 1869-70.

Number of cities and towns, . . . . .	339
All have made returns except four towns incorporated at the last session.	
Number of Public Schools, . . . . .	4,963
Increase for the year, . . . . .	4
Number of persons in the State between five and fifteen years of age, May 1, 1869, . . . . .	271,052
Increase for the year, . . . . .	1,065
Number of scholars of all ages in all the Public Schools in summer, . . . . .	242,422
Increase for the year, . . . . .	1,576
Number of scholars of all ages in all the Public Schools in winter, . . . . .	247,080
Decrease for the year, . . . . .	301
Average attendance in all the Public Schools in summer, . . . . .	195,958
Increase for the year, . . . . .	3,929
Average attendance in all the Public Schools in winter, . . . . .	203,468
Increase for the year, . . . . .	2,506
Ratio of mean average attendance for the year to the whole number of persons between five and fifteen, expressed in decimals, . . . . .	.74
Number of children under five attending Public Schools, . . . . .	2,894
Decrease for the year, . . . . .	275
Number of persons over fifteen attending Public Schools, . . . . .	22,151
Decrease for the year . . . . .	984
Number of teachers in summer; males, 512; females, 5,561; total, . . . . .	6,073
Increase of males, 15; females, 21; total increase, 36	



Number of teachers in winter ; males, 931 ; females, 5,232 ; total,	6,163
Decrease of males, 28 ; increase of females, 151 ; total increase, . . . . .	123
Number of different persons employed as teachers of Public Schools during the year ; males, 1,058 ; females, 7,048 ; total,	8,106
Decrease of males, 27 ; increase of females, 111 ; total increase, . . . . .	84
Average length of Public Schools, . . . . .	eight month, six days
Increase for the year, . . . . .	two days
Average wages of male teacher (including High School teachers) per month, . . . . .	\$77 44
Increase for the year, . . . . .	\$5 40
Average wages of female teachers per month, . . . . .	\$30 92
Increase for the year, . . . . .	\$2.11
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms,	\$3,125,053 09
Increase for the year, . . . . .	\$201,344.39
Income of surplus revenue and similar funds appropriated for Public Schools, and reckoned the same as tax, . . . . .	\$5,312 47
Voluntary contributions to maintain or prolong Public Schools, or to purchase apparatus, &c, . . . . .	\$18,997 90
Decrease for the year, . . . . .	\$9,695 22
The amount of local school funds, the income of which can be appropriated only for the support of schools and academies, .	\$1,168,813 25
Income of the local school funds appropriated for schools and academies, . . . . .	\$79,515 66
Income of the State School Fund is payable January 25, in each year. Amount received by the cities and towns in aid of Public Schools for the school year 1869-70, . . . . .	\$73,922 40
Amount paid for superintendence of schools and printing of school reports, . . . . .	\$81,631 36
Decrease for the year, . . . . .	\$14,870.92
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school-houses, and of school-books, . . . . .	\$3,304,917 22
Increase for the year, . . . . .	\$181,030.78
Sum raised by taxes (including income of surplus revenue, and of funds held on similar conditions, \$5,312.47), exclusive of taxes for school edifices, for the education in the Public Schools of each child in the State between five and fifteen years of age, per child, . . . . .	\$11 54.9
Increase for the year, . . . . .	\$0 70.4
Percentage of the valuation of 1865, appropriated for Public Schools (three mills and ten hundredths), . . . . .	\$0.003-10
Increase for the year, . . . . .	\$0.000-20
All the towns in the State have raised the amount (\$3 for each person between five and fifteen) required by law, as a condition of receiving a share of the income of the State School	

Fund, with the exception of the following towns, viz.: Clarksburg, Gay Head and Mashpee.

Number of towns that have raised the sum of \$3 or more for each person between five and fifteen, . . . . .	334
Increase for the year, . . . . .	1
Number of High Schools returned as such in towns not required by law to maintain them, . . . . .	38
Number of High Schools in towns having 500 families and required by law to maintain such schools, . . . . .	134
Number of Incorporated Academies returned, . . . . .	47
Average number of scholars, . . . . .	2,891
Decrease for the year, . . . . .	98
Amount paid for tuition, . . . . .	\$111,867 29
Increase for the year, . . . . .	\$1,029.38
Number of Private Schools and unincorporated Academies returned, . . . . .	466
Decrease for the year, . . . . .	15
Estimated average attendance, . . . . .	13,916
Increase for the year, . . . . .	578
Estimated amount of tuition paid, . . . . .	\$479,681 18
Decrease for the year, . . . . .	\$2,486 87
Amount paid in 1869 for erecting school-houses, . . . . .	\$1,453,307 58
Amount paid for repairing school-houses, . . . . .	\$315,411 80
Total for erecting and repairing school-houses, . . . . .	\$1,768,719 38
Estimated value of school-houses for Public Schools in the State, January, 1870, . . . . .	\$13,612,571 81

The progress of our Public Schools is shown by the following comparison of the school returns for the school-year 1859-60, with those for the school-year 1869-70.

	School-year 1859-60.	School-year 1869-70.	Increase.	Per Cent.
Number of Public Schools, . . . . .	4,497	4,963	466	10
Whole number Scholars attending, . . . . .	217,334	247,080	29,746	14
Average attendance, . . . . .	174,582	203,468	28,886	16
Number between 5 and 15 in the State, . . . . .	223,714	271,052	47,338	21
Number of Teachers, . . . . .	7,240	7,048	192*	3*
Average length of Schools, . . . . .	7 mos. 18 dys.	8 mos. 6 dys.	8 days.	5
Average wages of Male Teachers, . . . . .	\$50 56	\$77 44	\$26 88	53
Average wages of Female Teachers, . . . . .	19 98	30 92	10 94	55
Amount raised by tax for wages, fuel, and care of fires and school-rooms, . . . . .	1,428,476 02	3,125,053 09	1,696,577 07	119
Amount received from State School Fund, . . . . .	46,385 22	73,922 40	27,537 18	59
Amount paid for Superintendence and printing School reports, . . . . .	53,367 22	81,631 36	28,264 14	53
Number of towns raising \$3 or more per child between 5 and 15, . . . . .	290	334	44	15
Sum raised by tax per child between 5 and 15, . . . . .	\$6 42	\$11 62	\$5 20	81

\* Decrease.

It will be seen that, within the period embraced in the above statement (1859-1860 to 1869-1870), there was a decrease in the number of teachers of 192. This decrease has occurred, although the population of the State has been largely increased (226,285), with a consequent though not proportionate increase in the number of schools amounting only to 466. This diminution in the number of teachers employed during the same school-year is evidence of advance rather than of decline. Indeed, in no one respect has there been a greater improvement in the management and condition of our schools, as shown by statistics, than in the annual reduction of the number of different persons employed as teachers within the same year. It proves an increasing tendency to continue the same teachers in their office or work of teaching, and thus to honor and reward the competent and faithful, and to avoid the evils resulting to the schools from displacing them and substituting others. There is no custom injurious to the schools against which the school committees, especially of the rural towns, in their annual reports, have remonstrated more constantly and earnestly than the *frequent change of teachers*. The evils arising from it were obvious and great. The practice of changing partially or wholly, twice and perhaps thrice each year, was mainly a fruit of the district system. Under this system each district must gratify its favoritism or its prejudices or its selfishness, through its prudential committee, by the employment of some person different from the former one to teach its school. This hurtful practice, and its manifold evils have been diminishing as the school districts have been disappearing by the voluntary action of the towns and by statute, thus giving the selection of teachers to a more competent committee representing the town, and less likely to be influenced by local and personal considerations. The better grading of schools under the municipal system and the employment of female teachers to a greater extent, for the winter schools, or through the year, have also contributed to the same result.

*Amount raised annually by voluntary taxation of the towns and cities for ten years, for the support of Public Schools, including only wages, fuel, care of fires and school-rooms, and not including any income of funds, or any money raised by tax for repairing and erecting school-houses.*

Y E A R.	Amount of Tax by Towns and Cities.	Annual Increase.	Per Cent.
1860-61, . . . . .	\$1,475,948 76	\$47,472 74	3 $\frac{1}{2}$
1861-62, . . . . .	1,500,501 13	24,552 37	1 $\frac{1}{2}$
1862-63, . . . . .	1,434,015 20	66,485 93*	4*
1863-64, . . . . .	1,536,314 31	102,299 11	7
1864-65, . . . . .	1,782,624 62	246,310 31	16
1865-66, . . . . .	1,993,177 39	210,552 77	12
1866-67, . . . . .	2,355,505 96	362,328 57	18
1867-68, . . . . .	2,635,774 06	280,268 10	12
1868-69, . . . . .	2,923,708 70	287,934 64	11
1869-70, . . . . .	3,125,053 09	201,344 39	7

*Increase in Ten Years.*

1859-60, . . . . .	\$1,428,476 02	\$1,696,577 07	119
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*Increase in previous Decade.*

1849-50, . . . . .	\$864,667 85	\$563,808 17	65
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\* Decrease.

The above tabular statement shows a remarkable advance in the amount raised for schools by the voluntary assessment of the municipalities of the State upon themselves. It is the more remarkable as it includes the entire period during the war and since it closed. It will be seen that during this period, the most threatening and disastrous in the history of our country, there was a constant advance each year, with one exception, 1862. In the spring of this year (1862), when the cities and towns voted the supplies for their Public Schools, there were much apprehension and uncertainty respecting the prospective burdens and demands of the great conflict which had then become a terrible reality, and this naturally led a prudent people to measures of economy and retrenchment. But it was soon felt by the friends of popular education, that as the nation was then suffering such appalling evils from the

ignorance of the people in the insurgent States, who had become the dupes and victims of tyrannical leaders, that there was no wisdom and safety in diminishing appropriations for Public Schools. From this year, so early in the war, there was an annual and large increase, without a parallel in the history of our Commonwealth, and amounting to an aggregate increase of over one hundred per cent., notwithstanding the burdensome taxes, high prices, and the general financial embarrassment and exhaustion which followed the first years of the conflict, and also the restoration of peace. Such an advance, under such circumstances, in the means provided by a voluntary taxation, is decisive evidence of the continued appreciation by the people of Massachusetts of their system of public instruction, and of their determination to sustain it.

The remark is sometimes flippantly made that these and similar statements of comparative taxation and expenditure are wholly delusive, that they furnish no sure grounds of judgment respecting the utility of the schools at the periods compared; and the assertion is added, that the schools of to-day do not, in fact, give so good an education as was furnished to the children who were so fortunate as to live in the golden period, when the schools were short, school-houses poor and the teachers cheap.

Not to speak of the modesty of such sweeping judgments upon the sagacity of the present generation of voters and tax-payers, it may be remarked that liberal and increasing expenditures show at least a profound *interest* felt by the people in the education of their children, and so furnish strong *presumptive* evidence of the progress indicated,—evidence which can only be overcome by well-observed facts of a contrary nature.

But if the appeal be made to observation, the evidences of growth multiply on every hand. They appear in the rapid multiplication of High Schools, so as nearly to double their number; in the improved condition of the better class of Academies; in the improved facilities for a higher education in our Colleges, and a greatly increased attendance upon them; in the foundation and successful conduct of scientific and technical schools, of schools for education of deaf-mutes, museums of natural history and an agricultural college, each of the highest rank; in the addition to the number of professional schools; in the extension of the system of Evening Schools for adults, both in respect to their number and to the branches of study pursued in

them ; in the great number of new, commodious and well furnished school-houses, which have taken the places of the ruder structures of former years, at an annual cost of nearly two million dollars ; in a manifest advance in the public sentiment, which demands a higher culture and a more thorough professional training in the teachers of our Public Schools ; and in the springing up in the cities and larger towns of numerous Training Schools to meet the demand ; and also in the enlargement and improvement of the Normal Schools ; and last, but not least, in the more full appreciation by the whole community of the true and vital relation which exists between the education, in the highest practical degree, of every member of the "body politic," and the stability of our free institutions.

In view of such facts as these, it is no exaggeration to assert, that no period of our history, of equal length, has exhibited more satisfactory proofs of vigorous and healthful growth in every department of education than the period under review.

Passing now from this brief and summary review, I respectfully invite attention to some of the agencies with which the duties of the Board are more directly concerned.

#### DEAF-MUTES.

The Fourth Annual Report of the Clarke Institution for Deaf-Mutes, full extracts from the Fifty-Fourth Annual Report of the American Asylum at Hartford for the Education and Instruction of the Deaf and Dumb, and the First Report of the School Committee of Boston, relating to the establishment of the Boston Free School for Deaf-Mutes, to be printed in connection with this Report, contain much valuable information with regard to this deeply interesting and important department of education, to which I invite special attention.

The number of pupils supported by the Commonwealth during the year 1870, at the American Asylum, was 105. The number admitted in the year was 8. The whole number in the Clarke Institution receiving aid from the Commonwealth, was 27. Number admitted in 1870, 5.

The number receiving aid from the State, who have been admitted to the Boston School since it was opened in November, 1869, is 39.

The following amounts were paid in 1870 from the State treasury on account of these pupils :—

To the American Asylum,	.	.	.	.	.	\$18,694	41
the Clarke Institution,	.	.	.	.	.	6,638	16
the Boston School,	.	.	.	.	.	1,377	46
							<hr/>
Total,	.	.	.	.	.	\$26,710	03
Balance of the appropriation for the year,	.	.	.	.	.	\$3,289	97

I take this opportunity to invite the especial attention of school committees, teachers, ministers of the gospel, in fact of all friends of education to these several schools, and urge that they make a careful inquisition in their respective towns and neighborhoods, to the end that no deaf-mute child in the Commonwealth be deprived of the education which she freely proffers through the instrumentality of these schools. This education she offers, not as a charity, but in the discharge of a duty which she owes and acknowledges, to provide the means of education for every child within her borders,—and none the less, but rather the more to the weak and the unfortunate.

I am impelled to urgency in this invitation by the fact that painful cases of neglect and indifference in this matter have been recently brought to my notice.

#### NORMAL SCHOOLS.

Important improvements have been made in these schools during the last ten years, which I will briefly notice.

Six months have been added to the length of the regular course of study, it being two years instead of one year and a half; and the course of study has been enlarged to suit this change. The school buildings at Framingham and Westfield have been enlarged and improved; the building at Salem is undergoing a similar change; and when that at Bridgewater shall, in its turn, receive an additional story, which it greatly needs for the accommodation of its increasing number of pupils, each of the buildings will have a capacity for seating two hundred pupils, instead of the one hundred and twenty, the number they were designed to accommodate. A very desirable improvement has been made at Framingham and Bridgewater in the erection of very pleasant and convenient boarding-houses. These have served greatly to enlarge the numbers of pupils in each school, and to diminish the expenses of living.

The house at Bridgewater furnishes rooms and board for fifty-two pupils, and board alone to nearly thirty more. Every room is occupied, and the demand for an addition to the building, equal in capacity to the original, is urgent; and the work should be entered upon at once. It can hardly be doubted that there will be a similar demand at Framingham within a very brief period. A boarding-house at Westfield is a pressing necessity, and every month's delay in meeting it will be a serious drawback upon the prosperity of the school. The increased cost of board, and the difficulty of obtaining it at any price, is seriously telling upon the number of pupils. The experience at Framingham and Bridgewater amply proves the wisdom of erecting a building at Westfield sufficiently large to furnish rooms for all who will be likely to resort to them for years to come. This school was established for the benefit of the western counties of the Commonwealth, and the only one to which pupils from these counties can conveniently resort. As most of the towns are of large extent, and sparsely settled with an agricultural population, and consequently unable to compete with the cities and large towns in the payment of teachers' wages, it becomes especially important that the expenses of the pupils from these towns should be kept at the lowest possible point, in order that this section shall derive any considerable advantage from the school.

Having expressed my views in previous reports on this subject, I will not dwell longer upon it.

The resolution, adopted by the Board two years ago, to make provision for an additional and voluntary course of study of two years, was an important step of progress in the right direction. Already, in each of the schools, classes in the higher course have been formed, chiefly from former graduates who have learned from their experience in teaching the value of a more advanced scholarship, and the necessary instructors have been employed. Others will be secured as the necessities of the course require.

As is well known to the Board, I have from the beginning been an earnest advocate of this higher course, as one means of meeting the rapidly growing demand for teachers of a thorough Normal training, and also of a grade of scholarship superior to that which the Normal Schools had hitherto been able to give. It is a well known fact that it is, to-day, impossible to supply the demand for female teachers of this grade.



The experiment thus far gives abundant proofs of success.

It is but just to remark that the Normal Schools are better schools to-day than they were ten years ago. Their drill is more thorough, and there is a more complete adaptation of the instruction given, and especially of the method employed in giving it, to the true objects of such a school.

Although the number of graduates is small in comparison with the whole number of teachers in the Commonwealth, still their influence upon the Public Schools is everywhere manifest. Furnishing better models, they have raised the standard and improved the methods of teaching. By their professional enthusiasm and devotion to their calling, they have inspired the great body of teachers with a like spirit, and aroused them to earnest efforts for improvement in their work. In this way,—through the example and influence of their graduates,—the Normal Schools have performed a service of the highest value to the Public Schools, but which cannot be measured by tables of statistics.

The enlargement of the school building at Salem, commenced in July last, is rapidly approaching completion. When finished, the building will be admirably adapted to its purpose, and capable of accommodating not less than 200 pupils.

The school-house at Bridgewater will alone remain to be enlarged. As in the case of the Westfield house, this can best be done by the addition of another story, and the conversion of the present school-room into recitation-rooms. The present room is uncomfortably crowded, while there are not sufficient recitation-rooms for the use of the classes. When this much needed work is completed, and it should be done during the present year, the several school buildings will be capable of accommodating from 780 to 800 pupils; and nothing will stand in the way of filling them when the contemplated arrangements shall be completed for furnishing the pupils with suitable boarding places, at reasonable rates.

The number of graduates from the four schools in 1869–70, was 171.

The whole number attending was 716.

The number of pupils from each county in the several schools is shown in the following table:—

COUNTIES.	Framingham.	Westfield.	Bridgewater.	Salem.	Total.
Barnstable, . . .	—	—	18	2	20
Berkshire, . . .	—	25	—	—	25
Bristol, . . . .	1	—	30	2	33
Dukes, . . . .	—	—	3	—	3
Essex, . . . .	—	2	3	112	117
Franklin, . . .	—	18	1	—	19
Hampden, . . .	—	45	—	—	45
Hampshire, . . .	—	32	—	—	32
Middlesex, . . .	62	—	14	43	119
Nantucket, . . .	—	—	1	3	4
Norfolk, . . . .	5	1	25	4	35
Plymouth, . . .	—	—	48	2	50
Suffolk, . . . .	5	1	9	14	29
Worcester, . . .	60	9	13	3	85
	—	—	—	—	616

Other pupils were in attendance from fifteen different States of the Union. Whenever such pupils do not agree to teach in the Commonwealth, they are required to pay tuition fees.

Three of the Normal Schools were established in 1839 and 1840, when the number of persons in the Commonwealth between the ages of five and fifteen years was 153,660. The fourth school was established at Salem in 1854, when the number of such persons had risen to 206,628.

In May, 1870, the number was 271,052.

From a comparison of the rate of increase, as indicated by these several numbers, with the proposed enlargement of the Normal Schools, it will be seen that when the whole work is finished the capacity to educate trained teachers has hardly kept pace with the increase of population. And when we take into the account the fact that the demand for such teachers is a hundred fold greater to-day than it was thirty years ago, we are confronted with the disagreeable fact that we have been losing ground, imperceptibly indeed but rapidly, in this most important matter. Meanwhile, other States and countries have been vigorously moving forward.

The State of New York, besides maintaining teachers' classes in one hundred Academies and Colleges for four months in each year, in which nearly two thousand teachers receive a partial preparatory training, has established or is now establishing eight Normal Schools, exclusive of the provisions made for normal instruction in the city of New York ; each of which has a capacity twice as great as either of ours, even when enlarged, and is fully equipped with all needful appliances for boarding as well as teaching the pupils who may resort to them ; and each is supported at an annual expense of \$18,000.

The men of the West also are moving in this direction with their accustomed vigor, and are establishing schools of this character of such size and measure of equipment as to throw our humble structures far into the shade.

In the year 1835, Prussia, from whom we borrowed the idea of Normal Schools, maintained no less than twenty-five such schools, and their number has since become multiplied to such an extent that no person, however highly educated otherwise, is permitted to teach a Public or Private School who has not also received a Normal training. It is thus that this wonderful people *have* earned and *now maintain* the proud distinction of being the most thoroughly educated people on the globe.

The leading educators of the past age, who founded our Normal Schools, did not look upon them as sufficient even then for the needs of the Commonwealth, but rather as the beginnings of a new system, as experiments which if successful should be followed by others, as fast as the public demand for them should arise.

That the experiments have been successful no man in his right mind can doubt, and that there is a demand, created largely by this acknowledged success, for additions to their number, is hardly less apparent. This is the question of to-day. We only ask that it may be settled by the same wise forecast which dictated the action of the past generation of educators.

Of one thing we may be sure, that no expenditures more amply vindicate the wisdom of the State than those which are made in giving symmetry and strength to our Public School system. Indeed they are not *expenses*, and should not be so accounted. They are investments rather,—not in Berdell bonds, but in securities—which will never fail to give a rich return in the quickened intel-

ligence, the pure morality and the ever-growing strength of the whole people.

#### TEACHERS' INSTITUTES

were held during the autumn in five counties, as follows: one in Essex, one in Middlesex, two in Worcester, one in Hampden and two in Franklin,—seven in all. They were well attended; the courses of instruction given were unusually able and interesting, and the results were as a whole more satisfactory than those of any previous series of Institutes which I have attended. For these, much credit is due to Mr. Phipps, the Agent of the Board, for the labor bestowed by him in making the necessary preliminary arrangements, as well as for his efficient aid in conducting them. I beg leave to refer to his Annual Report for a more full and particular account of the Institutes; embracing the places where they were held, the number attending them and the exercises and lectures given.

So well known and so fully appreciated are the labors of Mr. Phipps to the people of the Commonwealth, that no words of commendation are needed from me. His Report, to which I have just referred, gives a clear and satisfactory account of his work for the year, and contains likewise a very able presentation of his views on some of the most important and interesting phases of the workings of our school system as presented to the view of a thoughtful and intelligent laborer in the field. I most heartily commend the views thus presented to the earnest consideration of all.

In 1850 the legislature made the first appropriation of \$2,000 to the Board for the employment of agents. Six agents were employed to visit the towns in the early summer, to wit: one to labor in Hampden and Hampshire Counties, one in Berkshire and Franklin Counties, one for a district including parts of several counties, of which Wrentham was a centre, one in Middlesex and a part of Worcester County, one in parts of Norfolk, Plymouth and Bristol Counties, one in Essex occasionally; besides which a member of the Board visited Martha's Vineyard and the adjacent islands.

The Secretary of the Board, Dr. Sears, reported that these agents "were welcomed enthusiastically by the people of the towns which they visited."

Two of these gentlemen, Prof. S. S. Greene, now of Brown University, and Hon. N. P. Banks, were continued in this service, Mr. Banks for four months and the former during the year.

The experiment thus made was in the highest degree satisfactory. The agents "were welcomed enthusiastically by the people of the towns which they visited." Mr. Banks in his report says :—

"I can conceive of no means more efficient or more certain to produce the desired results than that of the agencies established by the Act of the last legislature. Not to speak of the success of the plan for the year past, where the persons employed have labored under the disadvantage of commencing an untried experiment, \* \* \* I believe it will be proved, by its ultimate success, an experiment in the right direction."

The Secretary of the Board, Dr. Sears, concludes his report on this topic, by saying :—

"I cannot dismiss this subject without expressing my deep and abiding conviction that the experiment, tried the past year, has fully proved the wisdom of the legislature in making appropriation for the purpose, and that the continuance of it would have the happiest influence in promoting education among the people of the State. It has been made quite evident that the speediest and surest way of reaching and moving the hearts of the people on the subject of common schools, is through the living voice of judicious, earnest and experienced men, thoroughly acquainted with our institutions for education, and feeling their inestimable value."

Influenced by the success of this experiment, the legislature in 1851 made a similar appropriation for two years, which was renewed in 1853, 1855 and 1857. In the last instance the Board were authorized to expend a sum not exceeding \$1,000 in one year. On the revision of the General Statutes in 1859, permanent authority to appoint agents was given to the Board, with no other limitation as to number or otherwise than the amount of the annual appropriations.

The plan, initiated by Dr. Sears, of employing two or more agents for portions of the year, was followed till near the close of Governor Boutwell's period of service, when a single agent, Rev. B. G. Northrop, was employed during the entire year. This mode of service has continued till the present time.

The agency has been in existence for a period of twenty years, and more success has attended its operations than was anticipated and predicted at the close of the first year's experiment.

Writing in 1860, Governor Boutwell says :—

“The experience of the entire period” (from 1850 to 1860) “demonstrates the utility of the work performed.”

“Its importance is due to the fact that our system of education is a popular one, and that our schools will, in the main, represent the popular ideas. Hence it is important to elevate the public sentiment to that degree that every improved method of teaching will be readily received. While our Normal Schools, teachers' institutes, teachers' associations, and the educational press are furnishing accomplished and progressive teachers, and presenting better ideas of the work, it is of the first importance to prepare the public mind to welcome and appreciate the labors of those who are able to do best.”

“The cost of the agency is many times saved to the people every year, in the value of the advice which the agents are able to give to teachers, school committees and building committees.”

The experience of another ten years has served to strengthen and confirm the opinions thus expressed as to the value of the agency. My own views of the value of the existing agency, especially as related to a more thorough supervision of the schools, have been often expressed, and need no repetition here. Nevertheless, I am painfully impressed with its inadequacy to meet the just demands of the schools.

We have 340 towns to be visited. Governor Boutwell has well said, “that it is desirable to confer with the citizens of every town as often as once in every twelve months.” And I may add that this is the least possible amount of visitation which should be accomplished. Very many of the towns would be greatly benefited by repeated visits in a single year. When jars and difficulties occur, when existing organizations are to be modified or wholly changed, when school-houses are to be built, when new branches are required to be taught, as was done by the last legislature in respect to drawing, the repeated presence of an experienced and competent educator who will command confidence as the exponent of the views of the Board, to heal divisions, to point out the most judicious methods of procedure, and to save from “expensive and pernicious mistakes,” cannot fail to be of inesti-

mable service. Now it is impossible for a single agent, in addition to his labors in connection with the Teachers' Institutes, to reach, even with single visits, more than one-third of the towns in a single year, or the whole number in a period of three years.

When in this connection we take into the account how small is the number in each town who are reached by the reports of the Board, or by any educational publication whatever, and that there remains no other channel of communication with the people of the towns but the agency, we cannot but come to the conclusion that it should be largely reinforced.

In a former report, in briefly discussing this subject, I alluded to the fact that we are drifting far behind many of our sister States in the provision made for school superintendence. The disparity arises from the existence in those States of officers known as district or county superintendents, who perform duties analogous to those of the agent with us, with the important addition of aiding in the examination of teachers, and of organizing and conducting Teachers' Institutes in their several counties, under the general direction and with the aid of the State superintendent.

In the State of New York, for example, a school commissioner is employed in each representative or assembly district not included in the cities, where city superintendents are chosen as with us. The whole number of these officers, including those of the cities, is 132.

In Pennsylvania the system of county superintendents has prevailed since 1854, and there are 65 such officers and 14 superintendents of cities and boroughs, making 79 in all.

Speaking of this system, Mr. Wickersham, the State superintendent of Pennsylvania, says in a recent report: "Wherever persons well qualified have filled the office it has done great good and been popular. The work it does, I am satisfied, cannot be as well done by any other agency that can be substituted for it."

In Illinois, where county superintendence has existed from the origin of her school system, the number of such officers is 102, besides those employed in the cities. It is difficult to measure the influence which such a body of intelligent men, working in unison under the direction of a central head, may exert.

Mr. Bateman, the State superintendent in Illinois, says: "It was fortunate for the interests of Common Schools in this State that the original free school law provided for an officer in each

county to whom should be specially intrusted the supervision of schools and of the general interests of public education in their respective counties." \* \* \* "They may be said, in general terms, to sustain the same relations to the administration of the school system in their respective counties, that the State superintendent does to the system in the State at large." Speaking of the value of their services, he uses this emphatic language: "I proclaim again, that the county superintendency is the right arm of our school-system; its strongest living element of power; the most closely identified with its future progress and development. No more disastrous blow could be aimed at the system than one directed at the life of the superintendency."

County or district superintendency, of which the above are given as examples, forms a constituent part of the school system of not less than *twenty* States of the Union, exhibiting everywhere like results. Of the New England States, Maine, the youngest, adopted the system two years ago. In his first annual report after the passage of the law, Mr. Johnson, the State superintendent, says, "I am happy to report that the experiment of better inspection through this intermediate agency of county supervision has been in the main very successful, exceeding even the best of my anticipations."

With these evidences before us, as well from our own past experience as from that of other States, where intermediate supervision has been tried on a broader scale, we need not hesitate to take any steps which seem to be called for in this direction. With our small territory and compact population, nearly one-half of whom are in the cities and large towns which employ superintendents of schools; with our abundant means of rapid communication with the towns, coupled with the fact that the county organizations are of far less account in our political system than in the Middle and Western States; there is less need that a system of intermediate superintendency should take the same form with us as with them.

We need only to increase the number of agents to be employed under the direction of the Board, for which existing laws make ample provision, and assign to each his appropriate field of labor, to the end that every town in the Commonwealth may enjoy a direct and constant communication with the Board through its accredited officers. I may further add, that at no time in the past



has there been so urgent a demand for this service as now, when large numbers of the small towns are in a state of transition from familiar organizations to those which to them are untried; compacting their schools, and locating on new sites, and constructing school-houses. Moreover, the law of the last legislature relating to the teaching of drawing calls for the services of at least one competent agent to enforce its claims on the attention of school officers, and to point out the most approved methods of teaching it.

I therefore earnestly recommend that the Board ask for an additional appropriation which will enable the Board to employ such a number of agents as may in their judgment be wisely employed for the purposes above set forth.

#### ATTENDANCE.

Every well-ordered system of public instruction will embrace, amongst others, three essential characteristics—ample provision for a full supply of well-trained teachers; an intelligent and careful superintendence of the schools, and the constant attendance upon them of the whole body of children of the prescribed school age.

Whatever other features may be important and desirable, these are vital. And it is in the direction to which these point that the path of progress lies. Our own system includes each of these to a partial extent.

Of the first two I have already spoken. I beg leave to call attention briefly to the last.

Our laws prescribe the minimum length of the schools, the ages between which all children shall attend for at least three months in each year, with penalties for disobedience; require the choice of officers to have charge of matters of truancy and absence; provide for the attendance upon school of the children who are employed in manufacturing establishments.

Nevertheless all this machinery of schools and compulsory laws relating to attendance fails to secure the education of large numbers of the children of the Commonwealth, as the statement which follows will show:—

The whole number of children in the Commonwealth between the ages of five and fifteen years, as shown by the returns herewith printed, is, . . . . . 271,052

Deduct from this number the highest number which  
 attended the Public Schools for any time, including  
 25,000 below five and above fifteen years of age, . 247,080

And we have, . . . . . 23,972

who did not step into a school-house at all; for the whole number returned as being in the Academies and Private Schools, many of whom were over fifteen years of age, is not equal to those above that age in the Public Schools.

But there is another view still more unpromising. The largest average attendance, which is in the winter, upon all the Public Schools—including, as before, those below five years and over fifteen years, or 25,000—was 203,468, or 75 per cent. of the whole number, thus leaving 25 per cent., or more than 67,000 who fail to enjoy the privileges which the Public Schools offer freely to all. I need not say that this is a condition of affairs alike humiliating to the philanthropist and appalling to the patriot, and that it calls for the most serious consideration and energetic action on the part of the voters and legislators.

It is not my purpose to enter now upon such a discussion as this subject deserves, of the causes, the effects or the remedy of absenteeism from our schools. I will only remark, that in respect both to the law and the practice here is found the weakest and least defensible point in our school system. I am fully convinced, after many years of observation and inquiry, that the several enactments relating to this matter are ill-adapted to their purpose, discordant and incapable of execution, and therefore need a careful and thorough revision, to which ample time and thought should be given. I therefore respectfully recommend that the present legislature be requested to pass a Resolve directing the Board of Education, or such other competent body as may be deemed proper, to take into consideration all existing laws relating to school attendance, truancy, absenteeism and the employment of children in manufacturing establishments; and inquire what alterations and amendments are needed to combine said enactments into a uniform, consistent and efficient code, adapted to the present views and wants of the public, and to report the same, with the reasons therefor, to the next legislature.

## LEGISLATION.

[CHAP. 250.]

AN ACT in addition to an Act concerning Dogs.

*Be it enacted, &c., as follows:*

SECT. 1. Moneys received by the treasurer of any county, under the provisions of chapter one hundred and thirty of the acts of the year eighteen hundred and sixty-seven, and not expended in the payment of damages done by dogs in accordance with the provisions of said act, shall be paid back to the treasurers of the several cities and towns of said county, in the month of January of each year, in proportion to the amount paid by said city or town to said county treasurer; and the moneys so refunded *shall be expended for the support of public libraries or schools*, in addition to the amount annually appropriated by said city or town for those purposes. In the *county of Suffolk*, moneys received by any treasurer of a city or town, under the provisions of said act, and not expended in accordance with the provisions of the same, shall be appropriated by the *school committee of said city or town for the support of the public schools therein established*.

SECT. 2. The last clause of section twelve of chapter one hundred and thirty of the acts of the year eighteen hundred and sixty-seven, is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved May 10, 1869.*]

The above Act of 1869 escaped my notice, as it did not occur to me to look for school legislation amongst the enactments relating to dogs. Nevertheless I rejoice in the passage of the Act, as showing that the dogs in the Commonwealth can be put to very good use, and especially to such an one as this statute contemplates.

I respectfully suggest that the school committee of any town receiving any money from this source, where there is no public library, be authorized to use it in purchasing maps, charts, books of reference and apparatus for the use of the schools.

[CHAP. 196.]

AN ACT to authorize Towns to re-establish the School District System.

*Be it enacted, &c., as follows:*

SECT. 1. Any town in which the school district system was abolished by chapter one hundred and ten, or by chapter four hundred and twenty-three, of the acts of the year eighteen hundred and sixty-nine, may at a meeting called for the purpose, within two years from the passage of this act, by a vote of two-thirds of the legal voters, present and voting thereon, re-establish such school districts.

SECT. 2. School districts re-established under the provisions of the first section of this act, shall possess corporate rights and powers, and be subject to liabilities the same as before they were abolished.

SECT. 3. When any town votes to re-establish its school districts under the provisions of this act, all school district property appraised and taken under the provisions of chapter one hundred and ten, or chapter four hundred and twenty-three of the acts of the year eighteen hundred and sixty-nine, which is still in the possession of the town and used for public school purposes, may forthwith be re-appraised under the direction of the town and restored to said districts. And at the next annual assessment thereafter, a tax shall be levied, and paid into the treasury of the towns, upon each district, equal to the amount of the appraised value of its property thus restored, or the public school property may be divided among the several districts, and adjusted in any other manner agreed upon by the town at a legal meeting: *provided*, nothing in this act shall be construed to require an appraisal of school property in towns where the school district property has not been taken, appraised, and the value thereof remitted to the several districts as provided by law.

SECT. 4. This act shall take effect upon its passage. [*Approved April 22, 1870.*]

I shall not occupy any space in re-stating opinions with reference to the antiquated and well-nigh effete system which this unfortunate Act is designed to perpetuate. I simply invite attention to the facts and reasonings found in the report of Mr. Phipps, herewith printed.

[CHAP. 106.]

AN ACT relating to the Normal Schools and Board of Education.

*Be it enacted, &c., as follows:*

SECT. 1 The general management of the several state normal schools situated respectively at Framingham, Bridgewater, Salem and Westfield, shall be vested in the board of education, and moneys appropriated from time to time for their maintenance may be expended under the direction of said board, subject to the provisions of chapter one hundred and seventy-eight of the acts of eighteen hundred and sixty-seven.

SECT. 2. This act shall take effect upon its passage. [*Approved March 21, 1870.*]

No law, excepting a resolve passed several years since and

which had expired, gave to the Board of Education the management of the State Normal Schools. The object of this Act is simply to supply that omission.

## [CHAP. 117.]

## AN ACT concerning Superintendents of Schools.

*Be it enacted, &c., as follows:*

The school committee of any city or town, required to appoint a superintendent of public schools, shall have authority to determine the salary of such superintendent, anything in section thirty-five of chapter thirty-eight of the General Statutes to the contrary notwithstanding. [*Approved March 23, 1870.*]

As the laws stood previous to this enactment the business of employing a superintendent of schools, and of defining his sphere of duty and directing his daily work, was intrusted to the school committee whose sole agent he was. The power of determining his compensation from year to year was placed in other hands. This state of things naturally led to serious embarrassments. Often the committee were forced to make their selections with little reference to the qualifications of the person for the office. Moreover, if a competent officer had been employed, there was no security that there might not be a change of policy with each annual change of administration such as to forbid anything like that stability in the office which is so essential an element of successful administration. Competent persons already occupying desirable positions hesitated to leave them for one whose emoluments were so uncertain, and from which, moreover, they were liable to be removed with each annual turn of the political wheel in city or town affairs. The foregoing Act has placed the matter in the right hands, and will add to the stability and usefulness of the office.

My views in relation to the surpassing value of an intelligent, searching and constant inspection of our schools have been often expressed and need no repetition here.

I will only say that the results of such an inspection, through the agency of superintendents appointed by and responsible solely to the school committee, have more than realized my most sanguine expectations.

[CHAP. 183.]

AN ACT authorizing Towns to Unite in the Election of Superintendents of Schools.

*Be it enacted, &c., as follows:*

SECT. 1. Any two or more towns may, by a vote of each, form a district for the purpose of employing a superintendent of public schools therein, who shall perform in each town the duties prescribed by law.

SECT. 2. Such superintendent shall be annually appointed by a joint committee composed of the chairman and secretary of the school committee of each of the towns in said district, who shall determine the relative amount of service to be performed by him in each town, fix his salary, and apportion the amount thereof to be paid by the several towns, and certify the same to the treasurer of each town. Said joint committee shall, for the purposes named in this section, be held to be the agents of each town composing the district aforesaid. [*Approved April 18, 1870.*]

This Act was passed with a view of affording the smaller towns an opportunity of availing themselves of an agency now generally employed by the cities and the larger towns, and which is exerting a more powerful influence than any other single instrumentality in perfecting the character and giving efficiency to their schools.

More than the city schools, those of the rural towns are liable to suffer, and do actually suffer from imperfect supervision.

In the cities many gentlemen and ladies of high literary attainments and often having large experience as teachers, not engaged in active business, are found, who are willing to devote their time and talents to the duties of school supervision. The schools, moreover, being carefully arranged in a well-adjusted and permanent organization, the efforts of the school committee could be directed mainly to the selection of teachers, the arrangement of courses of study and such improvement in the methods of teaching as frequent visitation of the schools will suggest.

In the country, on the contrary, the number of highly educated persons of leisure is comparatively small. Those having the necessary culture are, for the most part, busy with the absorbing duties of a profession, and have little time for the study and thought or for the personal visitation, which are requisite to a proper inspection and management of the schools.

It thus comes to pass, of necessity, that the care and management of the schools are incomplete and inefficient, not so much from any lack of ability on the part of the school committee as from the

fact that its members are engaged in active and absorbing duties, and can give but little thought and mere snatches of time to the schools. When to this is added the fact that in many towns there exists no organization of the schools into a system, or else a species of organization which is worse, if possible, than none at all, whereby a classification of the pupils and an orderly arrangement of studies are rendered impossible, and especially whereby the school committee are made responsible for the successful conduct of the schools, while deprived practically of the most important controlling power over them, the wonder is not that they do so little as that they accomplish so much of good in their responsible and too often thankless work.

The above Act offers to the small towns a convenient and a comparatively cheap method of securing the advantages enjoyed by the larger and more favored places, by the employment of a superintendent of their schools. Two or more towns conveniently situated can easily unite and pay a salary sufficient to secure the services of some competent person who can give his time and energies to the work, and so, by constantly visiting the schools of his district, conferring with the teachers, holding meetings for mutual discussions of topics pertaining to their labor; by aiding the school committees in the selection of text-books, in the arrangement of topics for study, and the orderly classification of their schools, do a vast deal to improve their character.

I most earnestly urge upon my fellow-citizens the adoption of the plan of supervision which this law suggests.

[CHAP. 350.]

AN ACT in relation to the Distribution of the School Fund for Indians.

*Be it enacted, &c., as follows:*

SECT. 1. The distribution of the school fund for Indians derived from the surplus revenue of the United States, is hereby made to the following named towns, to wit: to the town of Mashpee, one thousand dollars; to the town of Gay Head, six hundred dollars; to the town of Edgartown, three hundred dollars; to the town of Tisbury, three hundred dollars; to the town of Sandwich, one hundred and fifty dollars; and to the town of Plymouth, one hundred and fifty dollars; and any undivided income of said fund shall be paid over to said towns in the proportions aforesaid.

Said towns shall severally apply the moneys so received at their dis-

cretion for the benefit of that portion of their inhabitants formerly called Indians.

SECT. 2. The school-houses heretofore erected by the Commonwealth upon Indian lands shall hereafter belong to, and be held by the towns within the limits of which they are severally situated.

SECT. 3. The fifth and sixth sections of the thirty-sixth chapter of the General Statutes are hereby repealed.

SECT. 4. This act shall take effect upon its passage. [*Approved June 13, 1870.*]

This Act grew out of the action of the legislature, which, wisely as I think, has changed the relations which the descendants of the Indian tribes held, from that of pupilage and dependency to that of citizenship.

The Mashpee and Gay Head Indians with their respective territories are constituted into towns, named severally Mashpee and Gay Head; and the remnants of other tribes are made citizens of the towns within whose limits they resided.

[CHAP. 45.]

AN ACT providing for the distribution of the Income of the Massachusetts School Fund.

*Be it enacted, &c., as follows:*

SECT. 1. One-half of the annual income of the Massachusetts school fund shall be apportioned and distributed for the support of public schools without a specific appropriation. All money appropriated for other educational purposes, unless otherwise provided for by the act appropriating the same, shall be paid from the other half of said income. If the income in any year exceeds such appropriations, the surplus shall be added to the principal of said fund.

SECT. 2. Section two of chapter thirty-six of the General Statutes is hereby repealed. [*Approved March 4, 1870.*]

Before remarking upon the aim and effect of this statute, I proceed, in obedience to the direction of the Board, to give a succinct statement of the origin and history of the Massachusetts School Fund, with especial reference to pointing out the objects had in view by the wise and patriotic men who founded it, and the relation which it holds to our system of public education.

Gov. Lincoln, in his annual address delivered before the General Court June 6th, 1827, used the following language:—

“It would be unfaithfulness to duty, if I failed to advert to the adoption of measures for the preparation and better qualification of



teachers of youth. The wants of the community in this respect are unquestionably great, and with a growing population, will be continually increasing. The cause of learning languishes, both from the paucity and the incompetency of instructors. To supply the acknowledged deficiency, it has heretofore been proposed to offer encouragement to an institution in which arrangements shall be made for the appropriate education, and the cultivation of practical talent in the art of governing and communicating instruction."

These words of the governor, spoken none too soon, were referred to the committee of the House on Education, of which William B. Calhoun, of Springfield, was chairman.

During the following winter session, January 24, Mr. Calhoun at the conclusion of an able report, made in opposition to the numerous petitions to nullify the most important provisions of the new school code, enacted the previous year, used the following language:—

"The Committee cannot but express the opinion that what has thus far been done, constitutes but the foundation of the fabric, and that the time has arrived when the attention of the legislature should be seriously turned towards *building up the system still higher*—that means should be devised for the establishment of a fund having in view not the *support* but the *encouragement* of the *Common Schools*, and the *instruction of school teachers*. Until this is done, the work, in the opinion of the Committee, will be unfinished, and unworthy the character of the Commonwealth."

On the 11th of February the same committee, through their chairman, made a report heartily responding to the recommendations of Gov. Lincoln in relation to the education of teachers, and recommending the creation of a fund as the necessary means to that end.

The committee say:—

"The general regulations in regard to schools, the regulations in regard to their periodical examination, to the selection of books, and to the duties of the various committees, are all highly important. But there are no means yet devised of warranting to the schools the services of well-qualified instructors. Nor has any plan as yet been presented to satisfy the community *that the government of the Commonwealth are, what they surely ought to be, the substantial and efficient patrons of these valuable institutions.*

“The establishment of a fund should look to the support of an institution for the instruction of school teachers *in each county of the Commonwealth*, and to the distribution annually to all the towns, of such a sum for the benefit of the schools as shall simply operate as an *encouragement to proportionate efforts on the part of the towns.*”

After deprecating the assumption by the government of the *whole* burden of supporting the schools, as being rather “*detri- mental than advantageous*” to them, the committee say :—

“A fund which should admit of the *distribution of \$1,000 to any town that should raise \$3,000, in any manner within itself, or in that proportion*, would operate as a strong incentive to high efforts; and if to this should be added, the further requisition of a *faithful return to the legislature annually of the condition of the schools*, the consequences could not be otherwise than decidedly favorable.”

In accordance with these recommendations and reasonings, the committee presented a bill providing “that the Governor, Lieut. Governor, Secretary and Treasurer of the Commonwealth, for the time being, be appointed commissioners to superintend and manage a fund \* \* \* \* to be denominated the Massachusetts Literary Fund.”

This fund was to be created from the proceeds of the sales of the public lands, of the claims of the Commonwealth upon the government of the United States for services rendered during the (then) late war with Great Britain, together with fifteen per cent. of the tax on banks.

The second section provided “that the avails of said fund shall be appropriated to the endowment of an institution for the instruction of school teachers in each county of the Commonwealth; and also for the aid and encouragement of the Common Schools, by a distribution thereof, for this purpose, in just and equal proportions to the several towns in the Commonwealth.”

It may be thought that I have devoted too much space to these early records, these first steps towards the higher and more complete system of popular instruction which we now enjoy. My apology is, that these extracts bear honorable testimony to the foresight and wisdom of the public men of the last age—a wisdom and foresight which every year’s experience most amply confirms—and because they embody certain suggestions not yet

adopted, which are now claiming and will in the future claim discussion; and in my humble judgment be adopted into our code before our school system will become so perfected as fully to vindicate the claim of Massachusetts to leadership in the educational movements of the present age.

The work of reform and of upbuilding was thus ably and nobly begun. But the favored time had not yet come. The Act failed to pass. Good seed was sown; but it was doomed to sleep many years in the hard soil of a cold conservatism before the first signs of life were to appear.

It was not till 1833 that this subject again received the attention of the legislature. On the 23d of January, a special committee of the House, Henry Dwight of Dalton being chairman, to whom the subject had been referred by an order of the House, reported that the funds on hand and moneys to be derived from the sale of the public lands were estimated at \$1,634,918.32, and recommended the establishment of a fund, the income of which should be "annually divided between the city of Boston and the several towns and districts, &c., in this Commonwealth, in proportion to the number of pupils in each, upon such conditions as the legislature shall from time to time enact," and introduced a bill to that effect.

It is a significant fact, as illustrating the average public opinions of the time, that no reference whatever is made in the report to the grand object proposed in the report and bill of 1828.

The proposition thus modified, failed to meet the acceptance of the legislature, and was "referred to the next general court."

February 13, 1834, the House Committee on Education, to whom the foregoing bill, and also a petition of the inhabitants of Suffolk, relating to the same subject, had been referred, through Mr. Foster, of Worcester, their chairman, made an interesting and elaborate report accompanied by a bill, which with slight modifications became a law.

This Act, as the first in a series of important Acts relating to the School Fund, and its application to the "*aid and encouragement of Common Schools*," deserves a place in this historical statement. It is as follows:—

[ACTS OF 1834, CHAP. 169.]

AN ACT to establish the Massachusetts School Fund.]

*Be it enacted, &c., as follows :*

SECT. 1. That, from and after the first day of January next, all moneys in the treasury derived from the sale of lands in the state of Maine, and from the claim of the state on the government of the United States for military services, and not otherwise appropriated, together with fifty per centum of all moneys thereafter to be received from the sale of lands in Maine, shall be appropriated to constitute a permanent fund for the aid and encouragement of common schools: *provided*, that said fund shall never exceed one million of dollars.

SECT. 2. *Be it further enacted*, That the investment of the moneys hereby appropriated shall be made by the treasurer and receiver-general, with the approbation of the governor and council first obtained.

SECT. 3. *Be it further enacted*, That the income only of said fund shall be appropriated to the aid and encouragement of common schools, and that a just and equal distribution thereof shall be made to the city of Boston and the several towns and districts in the Commonwealth, in such manner as the legislature shall hereafter appoint: *provided*, that there shall never be paid to any city, town or district a greater sum than is raised therein respectively for the support of common schools. [Approved March 31, 1834.]

It will be noticed that this Act restricts the amount of the fund to one million of dollars; that it confides the investment of the fund to the treasurer and receiver-general, with the approbation of the governor and council *first obtained*; and leaves the mode of an equal distribution of the income to the future action of the legislature.

Thus was begun the work of creating the Massachusetts School Fund. During that year the moneys in the treasury, received from the sources stated in the Act, were set apart to the credit of the fund, and amounted January 1, 1835, to \$281,000.

In March, 1835, the Committee on Education, by Alexander H. Everett, chairman, to whom the subject had been referred, reported in favor of an "immediate distribution of the income of this small fund, to the towns and districts, with the intent of awakening a new interest in the subject of education, and thus producing beneficial results more important perhaps than the mere effect of the application of the money; also of affording the means of obtaining from the several towns complete and accurate

returns of their schools, and of inducing them to organize their school committees in the best possible manner." The committee presented a bill which became a law. This law contained a blank form for school returns, and required them to be made to the secretary of the Commonwealth on or before the first day of November in each year, as a condition for the apportionment of the School Fund; and provided,—

"That the income arising from the fund shall be apportioned by the secretary and treasurer of the Commonwealth, to the city of Boston and the several towns and districts in the Commonwealth, on the first day of January annually, in the following manner, to wit: the said income shall be divided into two equal parts, and one moiety thereof shall be apportioned to the said city and to the towns and districts on the *ratio of population*, as determined by the next preceding census of the United States; the other moiety shall be apportioned on the *ratio of the amount of moneys raised by taxation and expended by each city, town and district*, for the support of common schools in the next preceding year, as by the several school returns shall appear."

The Act also directed that one hundred dollars be annually paid to the commissioner of the Marshpee Indians for the support of schools among them.

Thus the School Fund was established and the distribution of its income provided for, without any reference to the great object for which its establishment had been originally advocated, to wit: the preparatory education of teachers for the Common Schools. This object, however, was not lost sight of by Mr. Everett. He says:—

"It is believed by the committee that an appropriation of a portion of the income of the fund to the *education of teachers*, upon some well devised plan, would do more for the cause of public instruction in this Commonwealth than almost any innovation on the existing institutions that could well be imagined."

In support of this position the committee appended to their report a very valuable document prepared by a distinguished Prussian, then in this country, giving a condensed but clear account of the Prussian system of Public Schools, and especially of the provision made for the education of teachers.

But the "set time" had not yet come. The eloquent and

earnest appeals of the friends of a better system of popular education were doomed to remain unheeded for several years yet to come.

The method of distributing the income of the School Fund, thus established, was changed by the 3d section of chapter 56 of the Acts of 1839, which provided that the income should be paid to the cities and towns "for the use of the common schools therein, according to the number of persons in such cities and towns between the ages of four and sixteen years," on the condition that the school returns and reports be made as required by law; and on the further new and important condition that the town shall have "raised during the current year by taxation for the support of schools, including only fuel, wages and board of teachers, a sum equal at least to one dollar and twenty-five cents for each person between the ages of four and sixteen years, belonging to said town on the first of the preceding May."

This provision was repealed in the following year, and reenacted in 1841, with the requirement that the distribution be made on the 10th day of July, instead of the 1st of January as before.

The next important step was taken in 1846, and relates to "appropriations for educational purposes." The second section of chapter 219 of the Acts of that year provides that,—

"All sums of money which shall be hereafter drawn from the treasury by virtue of appropriations made, or to be made, for educational purposes, shall be considered as a charge upon the moiety of the proceeds of the sales of the public lands now set apart for the purpose of constituting a school fund, and all payments made on account of such appropriations shall be deducted from the amount received into the treasury from the moiety of the sales of the public lands, before such moiety shall be credited to the school fund: *provided, however*, that if the moneys received on account of such moiety should not be sufficient to pay the sum drawn, on account of any appropriation for educational purposes, *such draft shall be paid from the 'school fund' already invested.*"

Chapter 223 of the Acts of the same year relates to the duties of school committees. After authorizing the Board of Education to prescribe the form of the blanks and the inquiries provided for by the statute of 1837, and defining the duties of the school committees in filling up and returning said blanks to the Secretary of

the Board, and also in making their annual reports and transmitting copies thereof to the Secretary, the Act proceeds as follows :—

SECT. 5. The income of the Massachusetts school fund, to the first day of June in each year, except the sum of two hundred and forty dollars appropriated to the support of schools among the Indians, shall be apportioned by the secretary and treasurer, and paid over by the treasurer on the tenth day of July, to the treasurers of the several cities and towns, for the use of the common schools therein, according to the number of persons therein, between the ages of four and sixteen years, *ascertained and certified as provided in the second section of this act.* *Provided, however,* that no such apportionment shall be made to any city or town which shall have failed to comply with any of the provisions of this act, or which shall not have raised by taxation, for the support of schools, including only wages and board of teachers and fuel for the schools, during the said year, a sum equal at least to one dollar and twenty-five cents for each person between the ages of four and sixteen years, belonging to said city or town, on the first day of May of said year.

Chapter 117, laws of 1849, requires the school committees to ascertain and report the number of persons between the ages of *five* and *fifteen* years, instead of those between six and sixteen years, as the previous Act required, and then proceeds :—

SECT. 2. The income of the Massachusetts school fund shall hereafter be apportioned to the several cities and towns according to the number of persons therein, between the ages of five and fifteen, instead of four and sixteen as required by the fifth section of the aforesaid act of the fifteenth of April, in the year one thousand eight hundred and forty-six.

SECT. 3. The sum required to be raised by any city or town, as one of the conditions of receiving its portion of the income of the school fund, shall be at least equal to one dollar and fifty cents, instead of one dollar and twenty-five cents, as required by said act, of which this is an amendment, for each person between the ages of five and fifteen years, belonging to said city or town.

Chapter 112 of the Acts of 1851, repeals the Act limiting the School Fund to \$1,000,000, and provides that the fund may accumulate according to the provisions of said Act “until it shall

amount to a sum not exceeding one million five hundred thousand dollars.”

In 1854 an important Act was passed, providing for the increase of the fund, to the limit above prescribed, and for a new and improved disposition of its income. It is as follows:—

[LAWS OF MASSACHUSETTS FOR 1854, CHAP. 300.]

SECT. 1. The treasurer of the Commonwealth shall, upon the passage of this act, transfer to the Massachusetts school fund, such a number of shares held by the Commonwealth in the Western Railroad Corporation, as will, at the rate of one hundred dollars a share, increase the principal of said fund to the amount of one million five hundred thousand dollars.

SECT. 2. One-half of the annual income of said fund shall be apportioned and distributed for the use and support of common schools, in the manner, according to the provisions, and under the restrictions now provided by law for the apportionment and distribution of the income of said fund.

SECT. 3. All sums of money which shall hereafter be drawn from the treasury by virtue of appropriations made, or to be made, for educational purposes, shall, except in cases in which the appropriation made by any act hereafter passed shall be otherwise provided for therein, be chargeable to and paid from the other half of the annual income of said fund: *provided, however*, that if the same shall be insufficient therefor, the excess of such appropriations in any year shall be paid from any moneys in the treasury not otherwise appropriated. And in case said half of said annual income shall in any year exceed the sums so drawn from the treasury in such year, the surplus shall be carried to the account of the principal of said fund, and added thereto, until said principal shall amount to the sum of two millions of dollars.

SECT. 4. No sums of money hereafter drawn from the treasury shall be chargeable to the principal of such fund.

To the foregoing the following was added during the same year:

[CHAP. 333.]

SECT. 1. From and after the first day of the present year, the interest on notes and bonds taken for the sales of lands in the state of Maine, and belonging to the Massachusetts school fund, and Western Railroad stock sinking fund, shall be considered and treated as income of said funds.

By virtue of this Act 2,954 shares of the Western Railroad were



transferred to the School Fund; and thus, at the expiration of twenty years from its origin it was increased to the goodly sum of \$1,500,000. Meanwhile its income had been annually distributed to every school district in the Commonwealth, and had exerted a quiet but powerful influence in arousing the interest of the people in their schools, and in quickening their exertions to improve them.

It will be remembered that before this Act the *entire income* of the fund had been thus distributed. Hereafter *one-half of the income* was applied to the support of Common Schools; and all appropriations for general educational purposes were made chargeable to the other half, unless otherwise specially provided; and the surplus, if any remained, was to be added to the principal until it should amount to *two millions of dollars*.

Thus far all legislation had been in favor of enlarging the fund.

In taking the next step in the progress of this sketch I regret that I am obliged to record the first deliberate attempt to diminish the fund and reverse the policy which, during so many years, had controlled the legislation of the Commonwealth.

In his annual address to the legislature, in January, 1857, Governor Gardner uses the following language:—

“By the provisions of an Act of the legislature of 1854, 2,944 shares of the Western Railroad stock were transferred to the school fund, thus diminishing our annual revenue about twenty thousand dollars.” \* \* \* \* “I advise that the Act referred to be repealed, and thus give the State an increase of \$20,000 in her annual income. The amount divided among the towns the past year was about twenty cents per child, and if the Act be repealed it will amount to about fifteen cents, a sum amply sufficient to secure full educational returns, which is the main practical benefit now derived from this expenditure.”

It is gratifying to be able to add that this attack upon the settled policy of the State, with reference to the “encouragement and support” of her Common Schools, was met by a hearty and decisive negative from both branches of the legislature.

By the legislation of 1857 and '58 the enterprise of filling the lands of the Commonwealth, in the Back Bay, was placed on such a footing as to become a source of a large income, one-half of which was set apart in the treasury as the “Bay Lands Fund,” subject to the disposition of the legislature.

In his annual address to that body, delivered January, 1859, Governor Banks presented the subject for consideration, and made the following recommendation :—

“I trust that the legislature will be able to make provision for the application of this property to *such public educational improvements* as will keep the name of the Commonwealth forever green in the memory of her children; and to this end I earnestly recommend, for reasons already stated, that the first public charge to be made upon this property shall be for the enlargement of the public school fund until it net the sum of THREE MILLION DOLLARS.”

This proposition, both statesmanlike and noble, was in accordance with the opinions expressed in the reports of the Board of Education, and of Mr. Boutwell, the Secretary, with the reasonings of which the governor avowed his hearty concurrence.

The subject thus presented, together with the petitions of various institutions for aid, received the careful consideration of an able Committee on Education and also of the legislature. The result was the passage of an Act (chapter 154, Acts of 1859) which, after providing for the redemption of certain scrip of the Commonwealth, to the amount of \$300,000, and granting \$100,000 to the Museum of Zoölogy, \$50,000 to Tufts College and \$25,000 to Williams and Amherst Colleges and the Wesleyan Academy at Wilbraham respectively, made what was intended to be a *full* and *final* disposition of the net proceeds then in the treasury, or thereafter to accrue, of the Back Bay enterprise, as follows :—

SECT. 3. All the avails of the moiety of the sales of the public lands, which, by the provisions of the seventieth chapter of the resolves of the year one thousand eight hundred and fifty-seven, inure immediately to the use of the Commonwealth, and the disposition of which is not otherwise provided for in this act, shall be added to the principal of the Massachusetts school fund.

Thus, as appears from a fair construction of the terms of this section, no limit was fixed to the increase of the School Fund other than the entire amount of the “Bay Lands Fund.” And that such was the intention of the legislature is obvious, not only from the fact that there was no previous Act to forbid such increase, but from the course of proceedings while the Act was under con-

sideration,—a restriction to \$3,000,000 in the bill as reported having been left out,—and also from the language used by the Committee on Education, in a report made at a later period and on another topic. In this report Hon. Charles W. Upham, the author, says:—

“The legislature of 1859 has sought by various measures that have already become laws, to increase the energies of our Common Schools, and has provided for the *indefinite enlargement of the amount they will forever annually receive from the treasury of the State.*”

He also speaks of it with a just pride as “the *great work* which this legislature has performed in the promotion of this, the chief glory of the people of Massachusetts.”

To this language of the committee the people heartily responded. The “great work” was universally regarded as a wise disposition of the fund. The tax-payers in the rural districts looked with confidence to it as an additional and permanent relief from the heavy burdens which the support of their schools imposed upon them; while others having broader views regarded the measure with satisfaction, as closing the door of the treasury in advance against innumerable ingenious and plausible schemes to deplete it.

A sketch of our subsequent legislation will show that such anticipations were not to be fully realized; and will disclose an unfortunate change of opinion in relation to the part which the School Fund should bear in sustaining and perfecting our Public School system.

On the 10th of April, 1861, an Act was passed to incorporate the Massachusetts Institute of Technology, which also granted to said institution and to the Boston Society of Natural History, a square of land containing 131,520 square feet, which, at the price of \$1.77 per foot, the average net profit of all sales up to and after that time, amounts to \$232,790, which was diverted from the School Fund, within two years from the passage of the Act of 1859, which Mr. Upham had so justly termed the “great work” of that year.

I have next to record a more serious movement in the same direction. The war of the rebellion demanded great efforts and unprecedented expenditures. Among these were the liberal bounties paid by the Commonwealth for enlisted men to fill the

ranks of her regiments called for by the general government to reinforce the Union armies.

To provide for the expenses incurred for this purpose, an Act was passed (chap. 313, Acts of 1864) to create a fund by the issue of State scrip, not exceeding ten million dollars, to be called the Massachusetts Bounty Fund; and to create a sinking fund for its payment. Among others there was a provision that this sinking fund should be composed of "all the receipts from the sales of the Back Bay lands, less the expenses of commissioners and of filling and preparing the lands for sale, *including the portion now by law payable to the Massachusetts School Fund, as soon as said School Fund shall have reached the amount of two millions of dollars.*"

By virtue of this unfortunate legislation, passed under the influence of a patriotic, but as I think misguided zeal, the magnificent provision made by the Act of 1859, for the generous aid which the Public Schools were "forever annually to receive from the treasury of the State," was cut short at a single blow. Instead of the millions anticipated by the governor and legislature in 1859, the sum actually paid from the proceeds of the Back Bay land into the School Fund, up to January 1, 1866, when the limit of \$2,000,000 was reached, was \$456,930.06, "or less than fifteen per cent. of the estimated profits of the enterprise." This legislation entirely overlooked the prospective growth of our population, and the increasing demands of our school system consequent upon it; and that the time would not be far distant when the income of the fund, at any given rate, with a principal of \$2,000,000, would furnish less "aid and encouragement" to the Common Schools than it did in 1854, when the principal was \$1,500,000. That time has already arrived. The fund is not as large comparatively in 1871 as it was in 1854, and every year will increase the difference in favor of the earlier period. Meanwhile, new and pressing demands are constantly arising, and the practical question is, shall they be met, or shall progress cease.

It was in view of this condition of things that, in the Twenty-Seventh Annual Report, made in January, 1864, I used the following language with reference to the School Fund:—

"Instead of diverting from the School Fund any resources which have been solemnly dedicated to it, would it not be a truer economy and a wiser policy to allow the principal to accumulate, if we could

command the means, till it should reach at least the largest sum mentioned (\$5,000,000), when, one-half of the income being divided as at present, the other moiety would be sufficient, in addition to its present uses, to support the *teachers* in all our reform schools, State almshouses, and other institutions partly or wholly educational, &c."

I respectfully submit that the course of action here recommended would have prevented embarrassments which already press upon us, and which will press with greater force as time advances.

I regret that this narrative will not be complete without the mention of one other transaction with the School Fund, not by the action of the legislature, but in the absence of its direction or sanction.

At different times up to 1862, the Commonwealth borrowed, on its scrip bearing five per cent. interest, various sums amounting in the whole to over half a million of dollars. On this scrip, as on all her obligations of a like nature, the interest was paid in gold up to the first of January, 1863; on and from that time till 1870 it was paid in currency. This transaction was not only without any sanction of law, but was in flat contradiction to the express provisions of chapter 82, Acts of 1862, the first section of which is in these words:—

"The *interest* and principal of all scrip or bonds of the Commonwealth of Massachusetts, which have been or may hereafter be issued, shall when due be paid in *gold or silver coin*."

By this means there has come a loss to the income of the fund of \$135,335.72. One-half of this sum, \$67,667.86, would have been distributed among the cities and towns, in proportion to school population, and have aided in reducing the very great, and, as I sincerely believe, unjust inequalities of taxation for the support of schools which exist between the rural towns and the larger cities, while a like amount would have been added to the principal of the fund.

I am quite well aware that in a legislative report of the year 1867, a most ingenious argument was made to justify this plain departure from the requirement of law. The plea was, that the payment of interest in gold would tax the towns for that which would in part be paid back to them; that the half of the fund

devoted to other educational purposes had been larger than the demands made upon it, and that "inasmuch as the fund is the property of the State, it is at least questionable whether it is advisable to tax the towns to repay" that which was acknowledged to be legally due to the School Fund.

Having briefly presented my views of this matter in the Thirty-First Annual Report, pages 61-3, to which I respectfully refer, I will only remark that after all the reflection I have been able to give, I cannot see how the withholding of this acknowledged "legal" debt from the School Fund can find any ground for justification on the score either of sound policy or good conscience. In the language of the report referred to, which I venture to repeat, "the fund is a sacred deposit, to be kept distinct from the treasury, and forever devoted to the uses of education"; and "the same good faith which the Commonwealth observes towards her creditors in her own and in foreign lands, should also be kept with this fund."

Nothing but the most pressing exigency, suddenly sprung upon the State, could justify any other course. Such an exigency has not existed. It does not exist to-day. I respectfully urge, therefore, as a plain and obvious duty, that provision be made for a repayment to the fund of the amount which has been withheld.

It should be added that in 1867 the following Act was passed (chap. 53):—

"The secretary of the board of education, and the treasurer and receiver-general, shall be commissioners, whose duty it shall be to invest and manage the Massachusetts School Fund, and report annually to the legislature the condition and income thereof. All new investments of said fund, or any part of the same, shall be made with the approval of the governor and council."

In obedience to the direction of the Board, I have given an account of the origin of the School Fund, the purposes for which it was established, and sketched as briefly as possible its history to the present time.

We have seen that the first object proposed by its creation was the education of teachers for the Public Schools, and after that the "aid and encouragement" of the towns in the support of schools. We have seen that the legislation of the State was steadily directed towards the increase of the fund until the year 1861; and that

since that period different counsels have prevailed, as a consequence of which the time has nearly arrived beyond which the working power of the fund, unless it be enlarged by means not yet devised, will gradually diminish as our population increases.

To one who is tolerably familiar with the history of our Public Schools for the last thirty-five years, little needs to be said to show how important a part the School Fund has acted in the educational forces of the State. In accord with the purpose of the enlightened statesman who created it, the income of this fund has established and sustained for thirty years the State Normal Schools, unsurpassed in excellence by any in the country, from which thousands of trained teachers have gone forth, who have done and are now doing a great and good work in the schools of all our cities and towns; it has maintained for twenty-five years an annual series of teachers' institutes—those brief Normal Schools—by means of which vast numbers of teachers have been guided, instructed and stimulated in their work, and the community has been aroused to higher and better directed efforts for the education of its youth; it has supported the Board of Education in all the departments of its action—printed and circulated its annual reports, and sent its agents throughout the length and breadth of the State; by its annual distribution it has served in some measure to relieve the smaller towns from the heavy burdens which the support of their schools imposed, and at the same time has stimulated to greater exertions, so that the amount raised by taxation in this behalf has risen from \$465,228 in 1837, to \$3,125,053 in 1870; it has, moreover, secured annual and complete statistical returns and general reports of the character and condition of its schools from every town in the Commonwealth.

Thus it is that the School Fund touches the various educational forces of the State, and is to all a life-giving power.

If I am not wholly mistaken, we may draw from the foregoing statements the very simple and obvious lesson, that it is the dictate of sound policy and the highest wisdom to cherish and guard the integrity of this fund, and also to devise ample means for its enlargement, so that in the future, as it has done in the past, it shall meet the ever-growing wants of the people.

I append the following statement of the condition of the School Fund on the first of January, 1871, taken from the report of the commissioners to the legislature:—

The amount of the Fund, January 1, 1870, was . . . . .	\$2,203,403 77
Received for town forfeitures, . . . . .	\$4,210 32
for premium on gold Maine State bonds, paid, . . . . .	3,250 00
on other matured bonds and notes over cost, . . . . .	446 68
unexpended moneys for Teachers' Institutes, . . . . .	100 00
	<hr/>
	8,007 00
	<hr/>
	\$2,211,410 77

The Fund is invested as follows :—

Boston & Albany R. R. Stock, 10,787 shares, cost, \$1,095,235 75	
United States 5-20 bonds, 6 per cent, . . . . .	30,000 00
State of Maine bonds, 6 per cent., . . . . .	59,600 00
Massachusetts State Almshouse bonds, 5 per cent., . . . . .	39,000 00
Lunatic Hospital bonds, 5 per cent., . . . . .	17,000 00
Enlargement of State House bonds, 5 per cent., . . . . .	18,000 00
Eastern Railroad bonds, 5 per cent., . . . . .	50,000 00
Troy & G. R. R. bonds, 5 per cent., . . . . .	311,000 00
Back Bay Land bonds, 5 per cent., . . . . .	38,000 00
Union Loan Bonds, 5 per cent., . . . . .	20,000 00
War Loan bonds, 5 per cent., . . . . .	103,000 00
Notes of the town of Plymouth, 6 per cent., . . . . .	12,500 00
of Clinton, 6 per cent., . . . . .	4,500 00
of North Chelsea, 6 per cent, . . . . .	6,000 00
of Needham, 6 per cent., . . . . .	5,000 00
of Malden, 6 per cent., . . . . .	12,500 00
of Newton, 5 per cent., . . . . .	32,000 00
of Hopkinton, 6 per cent., . . . . .	6,000 00
of Brookline, 6 per cent., . . . . .	14,000 00
Note of the town of Beverly, 6 per cent., . . . . .	30,000 00
of Westborough, 6 per cent., . . . . .	7,000 00
of Provincetown, 6 per cent., . . . . .	3,100 00
of Wilbraham, 6 per cent., . . . . .	3,000 00
city of Roxbury, 5½ per cent., . . . . .	20,000 00
Bonds of the town of Adams, 6 per cent., . . . . .	40,700 00
of the town of Williamstown, 6 per cent., . . . . .	32,200 00
of the city of Boston, 5 per cent., . . . . .	10,000 00
of the city of Portland, Me., 6 per cent., . . . . .	124,000 00
Note and mortgage, Hills Brothers, 6 per cent., . . . . .	7,500 00
Loan to Board of Education, under Resolves, chaps. 17 and 78, Acts of 1869, and chap. 1 Resolves of 1870, 6 per cent., . . . . .	53,000 00
Cash uninvested, . . . . .	7,575 02
	<hr/>
	\$2,211,410 77

The securities in which the School Fund is invested are generally charged at cost. It will readily be seen that their present market value exceeds their cost by nearly half a million of dollars.



The income for 1870 is very largely increased by the payment within the year of three dividends by the Boston and Albany Railroad Company, which, on the 26th December, anticipated the payment of its usual January dividend. As this dividend legitimately belongs to the income account of next year, it has been deemed advisable to carry forward the unexpended balance of \$24,877.18 to the account of the moiety applicable to educational expenses for the year 1871, while the cities and towns will get their proportions of their moiety in the distribution in January.

The investment of the Fund may be regarded as highly fortunate, yielding, at the present time, an annual income of about eight per cent.

I close by remarking that the intent and effect of the Act of 1870, before printed, are to repeal so much of section 2, chapter 36 of the General Statutes, as provides for the payment from the treasury of the excess of the appropriation made, in any year, and charged to the moiety of the income of the school fund applicable to educational purposes, over the amount of such moiety.

[CHAP. 248.]

AN ACT relating to Free Instruction in Drawing.

*Be it enacted, &c., as follows:*

SECT. 1. The first section of chapter thirty-eight of the General Statutes is hereby amended so as to include Drawing among the branches of learning which are by said section required to be taught in the public schools.

SECT. 2. Any city or town may, and every city and town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age, either in day or evening schools, under the direction of the school committee.

SECT. 3. This act shall take effect upon its passage. [*Approved May 16, 1870.*]

This is one of the most important laws of the session of 1870, and is destined, I doubt not, to produce lasting and beneficial results. It will not, therefore, be out of place to give a brief account of the steps which led to its enactment.

In response to a petition presented to the legislature in June, 1869, by several of the leading citizens of Boston, a Resolve was passed directing the Board of Education "to consider the expediency of making provision by law for giving free instruction to men,

women and children in mechanical drawing, either in existing schools or those to be established for that purpose, in all the towns in the Commonwealth having more than five thousand inhabitants, and report a definite plan therefor to the next general court."

The Board regarded this as a favorable opportunity for effecting an important improvement in the course of instruction in our Public Schools, and cordially entered upon the task thus committed to them. The petition and Resolve were referred to a special committee, consisting of Messrs. Mason, Philbrick, Hubbard and the Secretary, with instructions to make such inquiries as they deemed advisable, and report their conclusions for the consideration of the whole Board.

Conferences were held with a committee of the petitioners, and other gentlemen interested in the subject, at which the views of the petitioners were fully unfolded, and which resulted in the issuing of a circular asking for the opinions of gentlemen connected with the various mechanical and manufacturing industries of the Commonwealth, of others familiar with the workings of our system of public instruction, and especially of gentlemen eminent for their skill and experience in this particular department of instruction.

Numerous replies were received from persons of each of the classes named, which presented very valuable suggestions with reference to all the points of inquiry contained in the circular. These communications were presented to the Board, accompanied by a brief and able report, by Mr. Mason, which embodied the conclusions to which the committee had come, with the reasons therefor.

The report met with the unanimous approval of the Board, and it was voted to recommend to the legislature the following action, to wit: That a law be passed requiring: 1st, that elementary and freehand drawing be taught in all the Public Schools of every grade in the Commonwealth; and 2d, that all cities and towns having more than            inhabitants be required to make provision for giving annually free instruction in industrial or mechanical drawing to men, women and children, in such manner as the Board of Education shall prescribe; also to authorize the printing, in pamphlet form, under the direction of the Board, of the communications received by the committee, or such portions of them

as might be deemed advisable, for the use of the legislature and for general distribution.

A brief report was made to the legislature, which embodied the original petition, the circular and report of the committee, the action of the Board thereon, and some further suggestions relating, thereto which will be found at the conclusion of this Report.\*

The recommendations were favorably received by the legislature, and embodied in the foregoing Act and in an order of the House of Representatives to print in pamphlet form two thousand copies of such of the communications above named as the Board should designate.

Accordingly a pamphlet of fifty pages was printed, containing communications from the following persons:—

C. O. Thompson, Principal of the Worcester Technical School.

Prof. Geo. Gladwin, of the same school.

William R. Ware, Prof. of Architecture in the Massachusetts Institute of Technology.

Prof. Louis Bail, of the Sheffield Scientific School at Yale College.

Wm. N. Bartholomew, Teacher of Drawing in the Public Schools of Boston.

Prof. John S. Woodman, of Dartmouth College, Chandler Scientific Department.

Mrs. J. W. Dickinson, Teacher of Drawing in the Westfield Normal School.

Charles A. Barry, Instructor in Drawing in the Public Schools of Boston; and

Henry Barnard, LL.D., late Commissioner of Education, Washington, D. C.

These are papers of rare value, treating of the subject of drawing in its relations to general education, to our various mechanical and manufacturing industries, to high culture in art, and indicating the most approved methods of teaching it both in the Public Schools and in special classes.

They will be printed in the Appendix to this Report, and I invite

\* See Appendix A.

special attention to them by school committees and all patrons of our Public Schools.\*

Other less extended but valuable papers were received, from which I shall make liberal extracts in illustration of the topics to which I propose to invite attention.

It gives me very great satisfaction to learn that the law has been cordially welcomed in nearly every section of the State. It evidently met a felt if not an acknowledged want. That portion of it especially which relates to the teaching of industrial drawing has called forth a degree of interest, not to say enthusiasm, altogether beyond my expectation. In many of the cities large classes have been formed, and are now instructed in Evening Schools composed of persons—mostly mechanics—of all ages from fifteen to fifty, and the progress of attainment has thus far given the highest satisfaction alike to the pupils and instructors, and fully justified the expenditures made.

Large classes have been formed in Springfield, Worcester, Boston, Cambridge, Charlestown, Salem, Taunton, New Bedford and Fall River; and in other cities the matter has been favorably considered and steps taken for the formation of classes during the present season. Correspondence has been had with the school committees of other places, but I am not informed in regard to the measures taken by them.

The numbers in attendance have been large, varying from one hundred and twenty to over four hundred. In many instances more persons applied for admission than the committee could accommodate with room, or furnish with competent instruction. Indeed, the small number of properly qualified instructors who can be obtained, is the most serious obstacle in the way of forming classes. If, however, the demand for such instruction shall continue, the pupils in our scientific schools will, I doubt not, make special efforts to qualify themselves, and there will soon be no lack of competent teachers.

The methods of organizing and conducting these schools have been left to the judgment of the several school committees.

A very able paper read at a recent meeting of the educational committee of the Social Science Association by C. O. Thompson, Esq., principal of the Worcester Technical School, gives an interesting account of the methods of teaching employed in the even-

ing school for drawing in that city, one of the earliest experiments under the Act. By the permission of Prof. Thompson this paper will be printed in the Appendix\* to this Report, as a useful guide to those committees who may hereafter be called to establish such schools.

The school-committee of the city of Boston entered upon the work with characteristic promptitude and vigor.

In response to the recommendation of the sub-committee on drawing, the following orders were passed:—

1st. "That the committee on drawing be authorized to employ a suitable teacher from the South Kensington Art School as NORMAL INSTRUCTOR in this city, at a salary not exceeding £500 a year.

2d. "That the committee on drawing be authorized to establish *three* evening schools for drawing, in such rooms as may be furnished for the purpose, the schools to be open at least two evenings a week, from November 1 to May 1, under such regulations as the committee may propose."

The following statement, cut from the "Boston Journal" of January 17, will show in what manner and with what success these orders have been carried into execution:—

"It was under the second section of the Act that the experiment was started in Worcester, which appears to have made such gratifying progress. In this city, also, we have to record an equally auspicious beginning. An evening school was established at the rooms of the Institute of Technology some four weeks ago. Four lecture rooms and one large drawing room have been hired, and seven professors have been employed, five of whom are professors in the institute. The school is under the charge of Prof. Willard of the institute. As soon as the school was opened there were some six hundred to eight hundred applications for admission, while the rooms will accommodate only about two hundred and forty pupils at one time. In order to secure the advantages of the system to as many as possible, the pupils have been divided into two equal sets or classes, each class receiving instruction two evenings in the week, so that nearly five hundred applicants have been admitted. About two hours and a half are given to instruction each evening; two of the professors teach elementary free hand drawing from real objects; one teaches free hand drawing

\* Appendix B.

of machines and the rest are engaged in teaching mechanical drawing. Nearly all the applicants for admission are apprentices and journeymen of different mechanical trades, and there are as yet few applicants from the attendants of the public schools. The accommodations will be extended as rapidly as possible, and in the meantime new applicants will be admitted to fill any vacancies that may occur.

"Acting under the instructions of the city, the committee have been for some time endeavoring to secure the services of an accomplished art master from England, and they have finally engaged Mr. Walter Smith, a gentleman who has received a thorough training in the celebrated Kensington school, and is the present art master in charge of the schools of Leeds. He will arrive in this country some time during the present year, and will be placed in charge of the department of drawing in the Boston schools; and also will give normal instruction to the teachers. When these arrangements are perfected the Boston schools will undoubtedly take as high rank in art instruction as they have already taken in the department of music."

Equally encouraging accounts, either verbal or written, have been received from the superintendents of several of the other cities in which schools have been established, of which I give one or two examples. Mr. Waterman of Taunton, writes :—

"The school was opened with 250 students. The number continues substantially the same. The school is thus far a grand success."

Mr. Hale of Cambridge, says :—

"The *average whole number* of pupils belonging to the school has been 120. These young men represent almost every variety of industrial pursuit, and, as might be expected, bring to the school-room earnestness and enthusiasm. The progress of many has been very remarkable. According to the best classification I have been able to make, fifty-seven of the pupils are giving attention to architectural drawing, thirty-one to machine drawing, and thirty-two to ornamental drawing."

A spacious room was appropriately and elegantly furnished for drawing classes in the new High School building in Charlestown. The number in attendance, as Professor Tweed informs me, has reached nearly 160, and the results are like those in the schools named above. It is due to other superintendents to say that, not

contemplating a description of the schools for drawing in the present Report, I did not solicit correspondence on the subject, and that the foregoing statements have been received while these sheets were passing through the press.

Enough has been given to justify the application to all of Mr. Waterman's language respecting the school at Taunton—the experiment “is thus far a grand success.”

There are twenty-three cities and towns in the Commonwealth which have more than 10,000 inhabitants each, and thus come within the provisions of the statute under consideration. Their names are as follows:—

Adams,	Haverhill,	Northampton;
Boston,	Holyoke,	Pittsfield,
Cambridge,	Lawrence,	Salem,
Charlestown,	Lowell,	Somerville,
Chelsea,	Lynn,	Springfield,
Fall River,	New Bedford,	Taunton,
Fitchburg,	Newburyport,	Worcester.
Gloucester,	Newton,	

There are also twenty-five towns having less than ten and more than five thousand inhabitants each. I give the names, divided into three groups, according to population:—

Towns having over 9,000.	Towns having between 7,000 and 9,000.	Towns having between 5,000 and 7,000.
Abington, Chicopee, Milford, Waltham, Weymouth.	Dedham, Malden, Marlborough, N. Bridgewater, Peabody, Quincy, West Roxbury, Woburn.	Amesbury, Andover, Attleborough, Blackstone, Brookline, Clinton, Medford, Natick, Randolph, Southbridge, Westfield.

It will be noticed that most of these towns are the seats of flourishing manufacturing and mechanical establishments, and contain large numbers of persons of a character to be benefited by schools for teaching drawing. While these towns are not re-

quired to maintain such schools, yet they have ample authority for it in the provisions of the Act. I cannot but hope that many will avail themselves of the opportunity thus opened to them.

I confess that I have a deep interest, not to say anxiety, in regard to the manner in which the first requirement of the statute, to wit, the general introduction of drawing as a branch of school study, shall be regarded by those who have the responsible charge of the schools throughout the State ; for practically the whole matter of conformity to this, as to nearly every other statutory requirement, rests with them. Wherever the school committee are convinced of the desirableness and practicability of introducing any study into their schools, it will be introduced. Wherever the committee fail to appreciate its importance, or are simply indifferent in relation to it, the study will not be introduced.

It is therefore with reference to these points, the value of "drawing as a branch of learning," and the practicability of introducing it into the Public Schools as the law requires, that I invite the special attention of the school committees to some of the considerations bearing upon them.

I am aware that in the examination of this subject we are confronted with the notion, inherited from a former period, that drawing is not a practical study but one solely ornamental, an accomplishment to be sought for by the fortunate attendants upon the fashionable academy or boarding-school.

Nevertheless, progress has been made and more rational views are beginning to prevail. Thanks to the enlightened advocates of better systems of training ; thanks to the examples of other nations where the philosophy of education has made greater advances than with us, drawing is now beginning to assert its rightful place in our educational system also. The Act of 1858, which *authorizes* its introduction, and that of 1870, which *requires* it, are proofs of this.

In presenting the claims of this Act for a favorable acceptance, it will not be my purpose to urge them by any elaborate reasoning or statement of my own opinions, but rather to call attention to the statements to which I have already referred.

And first of all, I confidently invite a careful perusal of the several documents printed in the Appendix, particularly those comprising the pamphlet of which I have spoken as having been



printed by the order of the legislature. These papers contain the matured opinions of some of the ablest professors and teachers of this branch of study in New England, whose thorough acquaintance with it in all its relations and applications entitles their opinions to the highest consideration.

In addition to these more elaborate treatises, I now call attention to other and briefer statements relating to the different phases of this subject.

In respect to its general introduction into the Public Schools, at an early stage of school life, Prof. Bail, in the Connecticut "School Journal," thus speaks:—

"Drawing, if properly taught, is in direct connection with the early observation and habits of the child, and aids to systematize the knowledge already gained. It should therefore always be taught in primary schools. With the exception of music, it is the least artificial of the studies in our public schools.

"It is a great advantage to young pupils if their teacher is able, by means of drawing, to delineate the form of common objects. Children feel an added interest and pleasure in anything they have seen drawn. It also incites them to try their powers of imitation.

"Drawing cultivates the eye, and, through the eye, the mind, in the memory of form; it assists the pupil to retain a clear perception of what he sees.

"Drawing cannot be overestimated when it is considered as an aid in the acquisition and investigation of the *natural sciences*. To the instructor it gives the power of illustration, which is often the only available means of transmitting his ideas."

Mr. Northrop, so long and so favorably known in Massachusetts, speaking on the same point, says:—

"I can here allude to only one of the many aspects of the educational bearings of drawing. If, for example, on first entering the school, the abcdarian begins to make the letters on the slate and blackboard, he thus not only learns the alphabet far more quickly, but from the outset trains the eye and the memory. This exercise charms the little learner, fixes his attention and keeps him busy.

"The child's first knowledge comes through the senses, and chiefly the sense of sight. The exactness of that knowledge and the vividness of the conceptions depend on the distinctness of the perceptions. Nothing trains the perceptive powers so effectively as this art.

"To draw any object, one must examine it carefully as a whole in all its parts. Such clear and prolonged perceptions insure vivid conceptions and thus strengthen the memory. Drawing pleases as much as it profits. This taste, manifested even under school age, should be systematically trained from the start."

On this point, Henry C. Chamberlain, Esq., of Worcester, in a letter to the committee of the Board, well says :—

"I do not know how the advantages to the community of the contemplated instruction can be overestimated. It would add variety and interest to school instruction, developing new and unsuspected talents in many a dull scholar, stimulating all his other faculties, and changing his wearisome and monotonous school-life into a daily delight."

Speaking of the effects of this teaching upon the cultivation of a better taste, he further says :—

"It would be one of the most important means of helping our people to acquire and maintain that supremacy in the industrial arts so greatly to be desired, by cultivating the eye and hand and developing the taste ; thus enabling our artisans successfully to provide for that growing demand for beautiful forms in all industrial products which the increasing wealth of the community is creating. It would go far towards correcting that wretched taste (or want of it) in architecture which now disfigures our growing towns and cities with its hideous wooden splendors, and it would develop and foster a correct taste in painting and sculpture, in which we, as a people, are so lamentably deficient."

The value of a knowledge of mechanical drawing to the artisan himself, as an indispensable requisite of success, is clearly stated in the following language addressed to the secretary by Gen. John C. Palfrey, superintendent of the Merrimack Manufacturing Company at Lowell, whose education at West Point and successful experience in the United States service as constructing engineer give great weight to his opinions :—

"A knowledge of mechanical drawing is invaluable to all constructors, whether employers or employed, and of constant use in ordinary affairs. In all matters of construction, in the widest sense of the word,

it takes the place of a knowledge of reading and writing in the other concerns of life, and is indispensable for giving and receiving intelligible ideas. A mechanic who is without it will almost always be subservient and inferior to one who has it, but is his inferior in all other respects. A man rarely becomes a competent master-mechanic without some knowledge of it. It affords means of representing any combinations of forms with such accuracy and minuteness as to convey as clear an idea of the thing represented as the thing itself could if present to the senses, and thereby saves the delay and expense of experimental or tentative constructions, and the inconvenience or impossibility of using the thing itself for explanation or examination. It is the only way of directing one's own or others' labor in construction exactly to any desired result."

Francis C. Lowell, Esq., and Rev. Edward E. Hale, of Boston, to whom the State is chiefly indebted for originating the legislation in favor of drawing, thus speak of its relations to our industrial pursuits:—

"It will be impossible for Massachusetts long to maintain any eminence in the higher manufactures if the great body of workmen of other countries are the superiors to our own in the arts of design, in the drafting of machinery, and in the habits of observation which spring from such accomplishments. It is already observed by manufacturers here, that for any processes which involve a knowledge of the arts of design, they are almost always obliged to engage Englishmen, Frenchmen, Belgians, Germans or Italians. The demand for such instruction on the part of our own people shows that they are themselves aware of its necessity, and unwilling to remain in the comparative inferiority to which our present system subjects them. The several classes\* maintained in this city are always full."

Governor English of Connecticut is well known as a successful builder as well as manufacturer. It is not so well known that the foundation of his success was laid in the knowledge of architectural drawing obtained while yet a youth, in an evening school. This circumstance gives peculiar emphasis to the following language addressed by him to the legislature:—

"I desire to call your attention to one important branch of instruction, which, in my judgment, is greatly needed in our public schools.

\* See Appendix A.

This is free drawing, or instruction in such elementary rules of the art as may be imparted by teachers properly instructed in some uniform and practical system of mechanical and object drawing. Drawing of this description is now regularly and systematically taught in the public schools of New Haven and Hartford, and, I believe, with the happiest results. The object is not to make artists simply, but to make artisans—to turn out a better and more proficient class of scholars, with such skill in designing and drawing as shall aid them in their industrial pursuits, and more effectually advance the State in manufactures, inventions and the mechanic arts. The sagacity shown by the first Napoleon, in his order to make drawing a prominent study in the schools of France, has long since been acknowledged in the tribute which the world has paid to the people of that country for their decorative taste in the arts.

“Our own people are beginning to discover that their most profitable articles of manufacture are those which come from the hands of the thoroughly trained draughtsman and designer. The decree of Napoleon brought untold wealth to France, and instruction in drawing, when once successfully introduced into our public schools, will, I am confident, work equally salutary results in advancing the wealth and adding to the material resources of our State.”

We have long been accustomed to attribute the inability of American manufacturers to compete successfully with those of Europe to the employment there of “pauper labor.” The language of the last quotation, and of those which follow, points to another cause not so creditable to us, and suggests another remedy to which our political economists, no less than those who wield the manufacturing capital of the country, would do well to give earnest and timely heed.

Prof. Bail, in the “Connecticut School Journal,” says :—

“We have arrived at a period in which skill and intelligence are essential to success in every productive industry.

“The uninstructed laborer must take his place with the ‘hewers of wood and drawers of water,’ and content himself with a menial station in life. The American artisan must be educated, or he will gradually descend to the most rudimentary labor.

“That nation will be richest that teaches its artisans to multiply, in the highest degree, the value of raw material. The manipulations of the educated artisan have multiplied the commercial worth of a piece of bone or ivory until it was worth more than its weight in gold. It

is safe to assert, that if the money that has been absorbed in the discussion of a protective tariff, had been spent in procuring suitable instruction for our people, the country would never have had cause to deplore cold furnaces and silent spindles; nor would our specie have been filtered away in exchange for foreign goods.

“After so many failures the people have got to learn that an industry cannot be erected by a decree of Congress, however wise that decree may be. No prosperous industry can be established until the workmen are educated to the skilful prosecution of that industry.

“We owe to our artisans, no less than to our country, to establish a system of public instruction competent to make them more skilful than the workmen of other countries. A large majority of the sovereign people is composed of this class. In a country like ours, nourished and governed by the people, we may reasonably expect that the fullest provision will be made for the education of the artisans.

“As a starting point, we must have a thorough system of drawing in our schools. Not play drawing, nor fancy drawing, but a regular organized system that is worthy of the recognition of our legislature.”

James M. Barnard, Esq., of Boston, whose intelligent interest in all that pertains to the education of the people, and in this department of it in particular, is well known, in a letter addressed to the Secretary of the Board, thus speaks of the relations of drawing to our industrial arts, and to the development of a higher taste in the community :—

“In my opinion there is no greater deficiency in American education than the absence of all opportunities for æsthetic culture. The moral loss is immense, but as your purpose is a practical one I will not refer to that. Every member of your committee is aware that it is becoming more and more difficult to obtain workmen in this country capable of giving a high finish or satisfactory ornamentation to manufactures. But this high finish and ornamentation is more and more demanded.

“By a high prohibitive tariff we may succeed in shutting out the importation of such things, but such a measure can be only temporary; permanent safety requires that we shall so educate our people that they may compete with foreigners intrinsically. The introduction of mechanical drawing into our schools is one step in this direction. I have purposely used the phrase, one step, for it is my opinion that other means are essential.

"Instruction in mechanical drawing alone would not suffice to develop or to sustain the love of the beautiful in our people. Upon such a love, or abstract taste, great success in the practice of it must depend. This, I think, is to be acquired by accustoming our people in early youth and through life, to the contemplation of the best works of human art, in school-rooms, public museums, &c. Provision for these may be left to the social action of the people rather than to the legislature."

I have thus presented an array of testimonials from the highest sources to the value of "drawing as a branch of study," whether taught in the public or in special schools, which cannot fail to arrest the attention and command the assent of the most obstinate unbeliever.

It remains to inquire, Is its general introduction into the Public Schools practicable? Can it be effected without the exclusion of some one of the branches which tradition and experience unite in pronouncing "fundamental," and that, too, at a cost not disproportionate to its comparative importance? To these and all similar inquiries, I reply unhesitatingly and confidently, Yes. And as proof, I am happy in being able to point to large numbers of the best conducted schools in the Commonwealth, wherein drawing has found its true place and is successfully taught, with the precise results claimed for it in the foregoing pages.

I can also point to the fact that drawing, as I have said in another place, holds an important place in the systems of instruction in every nation of Central and Western Europe, and in some of them, as in Prussia, has done so for more than a hundred years. And surely there is nothing in the character and pursuits of our people or in the structure of our society to forbid its introduction here.

No more talent or skill is required to teach it than is needed in teaching the other common branches; and the same general principles apply.

In the Primary Schools, primary lessons are to be given—the simple elements, as points, lines, angles and regular figures on a plane surface, requiring only the crayon and pencil. In the higher grades there will be a higher grade of instruction, for which the pupils will have been prepared; and in the Technical Schools and in the special classes the instruction will be adapted alike to the

acquisitions already made, and to the varied occupations and tastes of the learners ; precisely as in arithmetic the child in the primary class is first made to comprehend the simple idea of number, as one and two, and passes upward by easy and regular steps, from simple combinations to the more complex, till he has become master of the science by whose aid he weighs the earth and measures the stars. In each the same law of growth is followed which obtains in the natural world, so beautifully used by the Great Teacher to symbolize that which also obtains in the spiritual : "First the blade, then the ear, after that the full corn in the ear."

But on this point, as on the previous one, I resort to testimony.

Ariel Parish, Esq., formerly a member of this Board, and now superintendent of Public Schools in New Haven, gives an account of the introduction of drawing into the schools under his charge, which I present as a practical method and easily adopted. In a letter to myself in September last, he says :—

"A little more than two years ago the board of education of this city voted to introduce drawing into the public schools. Very few of our teachers had any practical knowledge of the subject,—scarcely any were competent to give even elementary instruction. At the request of the board, Prof. Bail gave a brief course of instruction to all our teachers in preparation for teaching the pupils of the schools.

"We have passed through what we regard as successful experience of two years, and find our teachers as capable of teaching drawing, as giving instruction in penmanship or arithmetic, when the same care is employed and the same interest and determination to secure success are felt by the teachers.

"We now have drawing taught to about 7,000 pupils, from the little abcdarian up to the highest classes in the High School.

"I am glad to believe, from the evidence we have before us daily, that it is a practical thing to have drawing taught in all our schools when the sentiment of the community shall demand it."

Agreeing with the method employed at New Haven is the plan recommended by Mr. Chamberlain, a part of whose communication I have already given :—

"A well organized system would contemplate a thorough course of instruction in drawing to all the pupils of the Normal Schools ; but as it would require time to bring about any practical results from this course, a more feasible plan would be to require the teachers in all

the public schools to learn the art, both of drawing and of giving instruction, from some competent teacher to be provided by the towns, care being had that the elementary instruction should be based on correct principles of art, rather than that the teacher should be required to meet a high standard of proficiency in the art.

“If there should be demand for his services, the instructor of the school teachers might also give instruction to such other learners as did not attend the public schools.”

This is the plan adopted in Boston, and for several years in successful operation in the departments of music and elocution. It is simply the employment of special teachers, not to give instruction to the pupils in the schools, but to the regular teachers themselves, and to superintend their work. In this mode, at small cost, drawing can gradually be introduced into all the Public Schools. For while to many towns it would be a serious burden to employ special teachers continuously, there are but few in which such teachers cannot be employed for brief periods to give the necessary instruction to the teachers in the processes of free hand drawing.

Moreover, drawing is taught as a part of the regular course in the Normal Schools, and it is the purpose of the Board that it shall be systematically pursued, to such an extent that no pupil be allowed to graduate who shall not be competent to teach whatever is desirable to be taught in the Common Schools. These graduates are widely scattered, and in whatever town any one of them is found, it will not be difficult for the committee to arrange that the other teachers receive instruction and assistance from such. In the teachers' institutes also instructions in drawing will be given to a greater extent than hitherto, which will in some good measure, it is hoped, supply by useful suggestions and model lessons the lack of more prolonged and thorough training. It may be deemed important, especially if the desire for it is expressed in any community, to organize institutes for the special purpose of teaching drawing, with music and elocution. I can readily conceive that such a meeting might be made exceedingly interesting and profitable.

Lastly, it is proposed, if the legislature grant the means and the right man can be secured, to send a thoroughly instructed agent into every section of the Commonwealth, whose special business it will be to explain this subject in all its relations,



more fully, than can be done by the written treatise, to give advice and instruction in respect to the best methods of organizing classes and of teaching. Through the aid of these various instrumentalities, I am confident that the object of the law can be secured, and "drawing as a branch of learning" be taught in all the Public Schools of the Commonwealth.

I have thus, at greater length than I proposed in the outset, presented the more obvious claims of the Act of 1870, "relating to free instruction in drawing," to a cordial acceptance by the people. I am painfully impressed with the incompleteness of the discussion, and, owing in part to the method pursued, with its lack of coherence and logical order. Nevertheless, if, with the aid liberally drawn from others, enough has been done to attract attention and arouse inquiry, I am content to commit the subject to the judgment of those whom a general intelligence and solid sense rarely fail to guide to just conclusions.

JOSEPH WHITE.

Boston, February, 1871.



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# APPENDIX

TO THE

REPORT OF THE SECRETARY.

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# APPENDIX.

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## [ A. ]

*To the Honorable the Senate and House of Representatives of the Commonwealth of Massachusetts.*

The Board of Education, in obedience to a Resolve of the last legislature, which is as follows, to wit :—

[Chap. 80.]

RESOLVE relating to provision for free instruction in Mechanical Drawing in the Cities and large Towns of the Commonwealth.

*Resolved*, That the board of education be directed to consider the expediency of making provision by law for giving free instruction to men, women and children in mechanical drawing, either in existing schools, or in those to be established for that purpose, in all towns of the Commonwealth having more than five thousand inhabitants, and report a definite plan therefor to the next general court. [Approved June 12, 1869.

respectfully submit the following Report :

Said Resolve was passed in response to a petition signed by several well known and highly respected citizens, distinguished for their interest in popular education, and for their connection with those great branches of mechanical and manufacturing industry which absorb large amounts of the capital, and give employment to great numbers of the residents of the Commonwealth. The petition is as follows :—

*To the honorable General Court of the State of Massachusetts.*

Your petitioners respectfully represent that every branch of manufactures in which the citizens of Massachusetts are engaged, requires, in the details of the processes connected with it, some knowledge of drawing and other arts of design on the part of the skilled workmen engaged.

At the present time no wide provision is made for instruction in drawing in the public schools.

Our manufacturers therefore compete under disadvantages with the manufacturers of Europe ; for in all the manufacturing countries of Europe free provision is made for instructing workmen of all classes in drawing. At this time, almost all the best draughtsmen in our shops are men thus trained abroad.

In England, within the last ten years, very large additions have been made to the provisions, which were before very generous, for free public instruction of workmen in drawing. Your petitioners are assured that boys and girls, by the

time they are sixteen years of age, acquire great proficiency in mechanical drawing and in other arts of design.

We are also assured that men and women who have been long engaged in the processes of manufacture, learn readily and with pleasure, enough of the arts of design to assist them materially in their work.

For such reasons we ask that the Board of Education may be directed to report, in detail, to the next general court, some definite plan for introducing schools for drawing, or instruction in drawing, free to all men, women and children, in all towns of the Commonwealth of more than five thousand inhabitants.

And your petitioners will ever pray.

JACOB BIGELOW.	JOHN AMORY LOWELL.
J. THOS. STEVENSON.	E. B. BIGELOW.
WILLIAM A. BURKE.	FRANCIS C. LOWELL.
JAMES LAWRENCE.	JOHN H. CLIFFORD.
EDW. E. HALE.	WM. GRAY.
THEODORE LYMAN.	F. H. PEABODY.
JORDAN, MARSH & Co.	A. A. LAWRENCE & Co.

BOSTON, June, 1869.

Being deeply impressed with the importance of the subject thus committed to them, on account of its relations to the improvement of our system of general and popular education, no less than of its vital connection with the successful progress of the varied manufacturing industries of the Commonwealth, the Board referred said petition and Resolve to a special committee, consisting of Messrs. David H. Mason, John D. Philbrick, Gardiner G. Hubbard and the Secretary, with instructions to make all needful inquiries and investigation, and to report their conclusions thereon for the consideration of the whole Board.

At a meeting held on the 9th of March last, said committee, through Mr. Mason, the chairman, reported as follows:—

After a conference with Messrs. Hale and Lowell, on behalf of the petitioners, and with other gentlemen interested in the subject, in which the views of the petitioners were fully explained and elaborately set forth in a carefully prepared bill to be presented to the legislature, the Committee deemed it advisable to seek for further information and suggestions from gentlemen of well-known experience and skill in this department of instruction, and accordingly prepared the following circular:—

BOSTON, December 27, 1869.

To

DEAR SIR: At the last session of the legislature of Massachusetts the following Resolve was passed:—

[See the Resolve above.]

It is presumed that the term “mechanical drawing,” as used in the Resolve, is intended to comprise all those branches of drawing which are applicable to the productive or industrial arts.

In the investigation of this important subject, it is deemed desirable to procure the opinions and views respecting it, of such persons as are most competent to consider it from different

stand-points. You are therefore respectfully requested to favor the Board of Education with your observations on the matter, under the following topics:—

1. The advantages which might be expected to result from the contemplated instruction in mechanical or industrial drawing.
  2. The course and methods of instruction appropriate for the objects in view.
  3. The models, casts, patterns and other apparatus necessary to be supplied.
  4. The organization and supervision of the proposed Drawing Schools.
  5. The best means of promoting among the people an interest in the subject of art education.
  6. Any other remarks relating to the subject, not embraced in the foregoing topics.
- Please direct your reply to the Secretary of the Board of Education, at the State House.

Very truly yours,

D. H. MASON,  
JOHN D. PHILBRICK,  
G. G. HUBBARD,  
JOSEPH WHITE,

*Committee of the Board of Education.*

The above circular was sent to various gentlemen whom they considered best qualified to give advice and information upon the topics named therein. In most cases, very elaborate and prompt replies were received, giving valuable opinions and plans as to the best methods of instruction in mechanical drawing as defined in the circular. These documents contain nearly all that can be said upon the subjects, and are respectfully submitted to this Board for their consideration.

Your Committee are more than ever impressed with the importance of urging upon the people of the Commonwealth the introduction of free hand drawing into all our Public Schools.

It cannot be denied that the almost total neglect of this branch of instruction in past times has been a great defect in our system of education.

While great progress has been made in general and practical knowledge, the taste and love for the arts and art culture generally have not much improved.

That we are far behind many other nations in all the means of art culture is very evident. We have few models or museums of art in our country to which students can resort for study and instruction.

Our native artisans and mechanics feel this sad defect. Foreign workmen occupy the best and most responsible places in our factories and workshops. Our most promising students in sculpture and painting are compelled to seek in other countries the advantages which are necessary to their success, and when they become distinguished they elect to remain where they can receive the greatest encouragement and the highest appreciation of their skill and genius. Our State and country need the influences of refined art culture. Before we can reach a very high position, a generation at least must be educated, with improved tastes, and a more general appreciation of the nature and value of true art culture must prevail amongst the people. Much can and must be done for the present generation of mechanics and artisans. In all our large towns and cities where a sufficient number of adult pupils can be found, schools should be established and every encouragement afforded for improvement in those branches of drawing which belong to the industrial arts.

Agents could be employed to go through the Commonwealth and interest the people in this most important subject. Wherever evening classes can be formed

of the young or old, free instruction should be furnished in free hand drawing—and in a few years, our enterprising people will begin to discover in our own communities and schools as good artists and artisans as can be found in the most favored portions of other countries.

We have no doubt that the greatest good will be accomplished by proper instruction in our Public Schools, and that our chief efforts should be directed towards this end. Teachers should be required to be qualified to instruct in free hand drawing and the work should be begun in the primary departments and should be continued with zeal and fidelity through the period of school life.

We earnestly commend this subject to the consideration of this Board, and we trust that the Secretary will be requested to make such extracts from the communications referred to as he may think best, and to submit them to the legislature under the authority of the Act referred to, with such plans and recommendations as to the passage of a law regulating instruction in industrial drawing as shall be most conducive to the desired result.

The Report thus presented was adopted as expressive of the views of the Board, and it was voted that the following action be respectfully recommended for the consideration of the legislature, viz.:—

1. An enactment requiring elementary and free hand drawing to be taught in all the Public Schools of every grade in the Commonwealth; and which shall further require all cities and towns having more than inhabitants, to make provision for giving annually free instruction in industrial or mechanical drawing to men, women and children, in such manner as the Board of Education shall prescribe.

2. A Resolve to authorize the printing, in pamphlet form, under the supervision of the Board of Education, of the communications above mentioned, on the subject of drawing, or of such portions of them as may be deemed advisable, for the use of the legislature, and for distribution by said Board of Education.

The Board are aware that the action recommended falls far short of that contemplated by the petitioners and embraced in the draught of a Bill presented by their Committee for the consideration of the Board. Nevertheless, it is a beginning, and the steps are in the right direction. They are easily taken, and involve but a comparatively small expense, and will lead, as the attention of the public shall be directed to the matter, to the adoption of the more comprehensive and complete arrangements designed by the petitioners.

It is not deemed necessary to repeat or enlarge upon what is so well said in the foregoing memorial of the petitioners and the report of the special Committee, on the importance of making provision for teaching drawing, in its various departments, in all our systems of education. It is sufficient to say that the opinions of the Board are in full accord with those alluded to. The communications herewith presented bear full and emphatic testimony to the same effect.



A single example, bearing more directly upon the first of the foregoing recommendations, may be given from the letter of Rev. Charles Sewall, an able educator, and chairman of the school committee of Medfield. He says:—

“Of the importance and utility of such a measure I entertain no doubt. I have long been questioning others, and considering myself how this might best be done in the schools of this town. I have observed here many instances of peculiar aptitude for sketching and drawing upon the blackboard. Quite young children sketch capital representations of animals, houses, steam-cars, &c. Older children draw very correct maps with great facility, indicating a power which, rightly directed, and a taste which, properly cultivated, might lead to acquisitions of great practical benefit in after life. *The important art of penmanship appears to be most easily acquired, also, by the same class of scholars.* And the possession of facility and excellence in both of these arts will prove an advantage, in after life, for which much that is now acquired in common school education will be no equivalent.”

In reply to the question, “Have we time for such thorough instruction in the brief terms of our schools?” Mr. Sewall suggested the following method of conducting our schools, which would seem to be worthy of careful consideration and experiment:—

“It strikes me forcibly, that in our grammar schools we might confine the intellectual exercises of a certain class—such as arithmetic, grammar, geography, &c.,—to the *forenoon* session, and devote the *afternoon* entirely to reading, writing, drawing and music. A large part of our youth obtain in these schools all the education they will ever have to prepare them for the practical business of life. The highest possible attainments in *these last branches*, are therefore of as much importance and utility as in the others.

“The adoption of this plan would render school exercises more interesting. The necessary draft upon a certain class of powers, day after day, and continuously through the term, is apt to weary and injure the scholar. My plan would obviate such an effect, and prove, I think, a grateful and beneficial change of the present routine.”

With these opinions it is believed all intelligent practical educators will agree.

In those countries of Europe whose systems of education are most distinguished for completeness and thoroughness, and in this respect far in advance of our own, careful instruction in drawing is given in every grade of their schools, from the primary village school to the university. And so it should be with ourselves.

Indeed, something has already been accomplished here. Under the statute provision which *permits* its introduction, drawing is taught, with a considerable degree of success, in many of our Public Schools.

We would have this practice become universal. And, in furtherance of this end, drawing should take the place in the statutes as a

*required study* in all the schools. Let it once be understood that ability to teach this, no less than grammar or arithmetic, will be demanded of all who seek employment as teachers, and those who are now engaged in the work and all who are looking to teaching as a calling will set about the work of preparation. And there will be no lack of facilities. Instruction in this branch has always been given in the Normal Schools, and it will be the business of the Board to make it more thorough, as the wants of the community shall require. The various city and town Training Schools are now furnishing, and will continue to furnish, valuable aid. In like manner, the numerous High Schools and Academies, where the larger number of our teachers are educated, will furnish increased and needful facilities; so that in a brief period there will be no lack of competent teachers of elementary drawing at least. Meanwhile, we may confidently look for teachers of a higher grade, to the scientific schools of our own and the adjoining States.

The number of cities and towns in the Commonwealth having, as shown by the last census, more than 10,000 inhabitants, is sixteen.\* This includes all the cities. The number of towns having less than ten and more than six thousand inhabitants is twenty-two. Several of these will doubtless be shown, by the census soon to be taken, to have a population of over ten thousand. In most of these thirty-eight towns and cities the population is largely employed in manufacturing and mechanical labor. Moreover, in many of them Evening Schools are kept in the winter, and should be kept in all of them. There can be therefore no serious difficulty in the way of making all needful provision for courses of free instruction in industrial or mechanical drawing in these cities and towns.

The practicability of the measure proposed is no longer one of theory alone. Experiments have already been made, and with such marked success as to leave no room for doubt.

Free instruction in drawing has been given in connection with Evening Schools for the last two winters in Boston. Of the first year's experiment Messrs. Hale and Lowell, the committee of the petitioners, remark: "When, last year, the city of Boston announced a free class at the church of the Good Samaritan, one hundred and sixty applications were made at once, and the list of members was necessarily closed for want of accommodations for pupils." There has been no diminution in interest or in attendance during the season just closed. The classes conducted at the School of Technology, under the auspices of Hon. John A. Lowell, one of the petitioners, have always been fully attended, especially by large numbers of mechanics.

\*. Twenty-three by last census.

During the present season a voluntary class has been formed at Fitchburg and instructed by a member of the Worcester Free School of Industrial Science, with the most gratifying results. The expense of annual courses of lessons in drawing given in connection with the Evening Schools, will be small, very small, when compared with the results which may be justly expected from them. Let these schools be opened in all our manufacturing towns—and most of our large towns are such—and we may expect to find,—

1. A great improvement in respect to the taste and skill exhibited in the various products of industry.

2. A rapid multiplication of valuable labor-saving machines.

3. And, better than all, an increase of the numbers and a manifest advance in the intellectual and moral condition and character of the artisans themselves.

In proportion as the intellect asserts its sway over mere force, as the cultivated brain controls the hand, labor ceases to be a drudgery and becomes a source of pleasure and delight; it is no longer a badge of servility, but an instrument of power. The possession of practical science, of a cultivated taste, with the power skilfully to apply them in the production of whatever supplies the wants, and ministers to the comfort, and gratifies the pure tastes of the community will give dignity and attractiveness to artisan life. The ranks will be kept full. Recruits will come from unexpected quarters. There will be more of *enlistment* and less of *conscription*. Our generous youth, with no capital but intellect and energy and hope, will, in lessened numbers, crowd the overburdened professions, or beg, hat in hand, for subordinate places in the counting-rooms of the merchant and the banker, and will enter the ranks of the workers, where labor and invention may win new victories in the domain of nature, and where, at the least, a life of intelligent and honest industry will ever earn the less dazzling but solid rewards, of competence, of respectability and of a manly independence.

It only remains to add, that the papers herewith presented have been prepared, as already stated, by several of the ablest professors and teachers of Drawing, and embody suggestions and opinions of very great value. It is believed that the publication and wide distribution of these documents, or of selections from them, will do much towards creating a just public opinion on the topics of which they treat.

Respectfully submitted,

In behalf of the Board of Education,

J. WHITE, *Secretary*.

Boston, April, 1870.

[ B . ]

## INDUSTRIAL DRAWING.

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A PAPER READ AT THE MEETING OF THE SOCIAL SCIENCE ASSOCIATION, JAN. 2,  
1871, BY C. O. THOMPSON, PROFESSOR IN THE WORCESTER FREE INSTITUTE.

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It is not necessary to enter upon any discussion of the utility of Drawing, whether considered as a necessity or an accomplishment. If any one has doubts on this point, he should at once consult the Report of the Paris Exposition and observe that Drawing is as much a part of the training of the excellent French or German artisan as the use of his tools. He may also note, with great profit to himself, the present dependence of American manufacturers upon foreign models, and the fact that only a small number of our journeymen mechanics can *read* a working-drawing, to say nothing of making it; and the fact conceded by all intelligent master mechanics, that if every journeyman in the shop could read a drawing so as to be trusted to work from it, the productive capacity of the shop would be vastly increased. It concerns us now especially to inquire how more ample facilities can be provided for journeymen, apprentices, and all other persons, in this most important branch of knowledge. The inquiry naturally resolves itself into three parts: 1. Who shall provide this instruction? 2. For whom shall it be provided? and, 3. What are, on the whole, the most practicable methods and apparatus of instruction?

In discussing these points I shall only give the results of the experiment at Worcester. We took the law in good faith and have done our best to give it all possible efficacy; but no general principles can be deduced from so narrow a field. What I wish is to contribute such facts as we have to the general fund, in the hope that by repeating this experiment in every considerable town in the State some systematic scheme may be at length devised.

First, then, who shall provide this instruction? The law says, (Acts and Resolves, 1870, chap. 248): "Any town having ten thousand inhabitants *shall*, and any town having half that number *may*, main-

tain schools for free industrial drawing." The law in its present phase means something or nothing, according as the towns accept their duty and discharge it with fidelity.

The right of any town to maintain a school for Drawing is as clear as its right to maintain a High School or a free public library. To either of these institutions any citizen is welcome, under certain salutary restrictions, but to neither of them do more than a small minority ever actually come, as statistics show. But those who do not personally participate in the blessings of the school or the library feel the beneficent contagion of a larger intelligence and broader benevolence which flow from those fountains through those who drink from them. The drawing-class meets a want which neither the school nor the library provides for (and cannot provide for under the existing forms), and at all centres of business is as much demanded as either.

The Worcester School Board, acting under the authority conferred by the statute, at once said: We will open this class for thirty evenings, if twenty persons shall apply within a specified time. The Superintendent issued his notice to all persons over fifteen years of age. More than two hundred applied before the opening night. Excluding all of these who were members of the Public Schools, on the ground of previous provision, there were one hundred and forty-five persons to be organized into classes for instruction in Drawing. This brings us to the inquiry: Who shall receive this instruction?

Evidently a class of persons quite distinct from scholars in our Public Schools is contemplated in the statute. For them ample provision is, or ought to be, made in the schools. Almost all the large towns in New England have seen their long neglected duty in this matter, and have made Drawing a part of the course of study. But there are thousands of men, women and children who have passed through their school-life without this instruction, who still need it. They are apprentices, artisans of all sorts, who need this knowledge in their business, and men and women generally who have undeveloped talent for Drawing as an art.

At this point it is unfortunately necessary to discriminate between Drawing as a necessity and Drawing as an accomplishment. For a first-class workman to be able to express his ideas of form correctly and to read a drawing made by another is just as necessary as to know a straight line from a crooked one. On the other hand a good drawing is a very creditable performance in itself, and apart from its practical uses. In the latter sense it is an accomplishment. To illustrate. About one man in ten can be called a good penman, but almost every man can write intelligibly. So of artisans; all can learn to draw well enough to express their ideas of form and proportion intelligibly, and

about one in ten can learn to draw with elegance. A single fact may help us. In Saxony the boys spend but little more time in writing and Drawing than ours in *writing alone*, and excel ours in writing, at that.

Now some say we must not undertake to educate *men* at the public expense. Children are the only proper objects of public instruction. But we have from time immemorial helped to educate men in colleges for the professions, and, more recently, for agriculture and the mechanic arts, and the expenditure is justifiable on every ground. Why should we deny to the mechanic who can only be taught in the evening what we accord so liberally to the more careless student? When the man whom we have undertaken and promised to educate finds at the outset of his active life that he is deficient in an important part of his education, can we in justice refuse him his only remaining chance of remedying that defect?

Two facts will show us some of the bearings of this subject on two of the important questions of the hour—Labor and Woman's Rights.

In all the leading French and German workshops, every regular mechanic can make a free-hand sketch of any part or of the whole of any machine he is working on, or of any one he invents. Suppose every American workman could do this, and the thousands of improvements, small and great, that are constantly caught up by master workmen from their employés and so passed into patent rights, would be saved to the rightful owner.

In London more than a thousand girls earn a handsome living by making designs for illustrated books, prints, etc. Probaby as many proportionally do this in every large town in the kingdom. If every girl at school and out of school were properly taught Drawing, some, at least, here as in England, would become proficient enough to retire from the frightful list of "unemployed women."

It is not necessary to suggest the immense advantage which the ability to draw would give every master workman, both in saving time and securing accuracy. There is one such man in the Worcester class, sixty-three years old, learning what the schools ought to have taught him fifty years ago.

Whether our duty will be done when all the graduates of our schools have been provided for, remains to be seen. Years must elapse before that is done, and by that time we shall see clearly, I hope, that our only hope of eminence in the mechanic arts lies in providing ample and extensive facilities for educating the workman in the line of his labor.

These considerations are weighty, but the movement for evening instruction in Drawing would be justifiable were the only object in

view to put it in the power of every citizen to discriminate between what is ugly and what is beautiful, in material forms.

Our third and most important inquiry is : What are, on the whole, the most practicable methods and apparatus of instruction ?

The statistics of the Worcester class will be of some interest, as furnishing data for some computations.

As has been stated, the class numbered at the outset 145—136 men and 9 women. They were organized alphabetically, in two divisions of 73 and 72. In respect of age, one was over 60, two were between 50 and 60, four between 40 and 50, twenty-eight between 30 and 40, sixty-one between 20 and 30, and forty-nine under 20.

In respect of occupation, there were of machinists 42 ; carpenters, 26 ; pattern-makers, 7 ; teachers, 9 ; masons, 3 ; farmers, boot and shoe makers, clerks and architects, 4 each ; organ builders, bookkeepers, painters, armorers and engravers, 2 each ; insurance agents, civil engineers, reed makers, engineers, upholsterers, moulders, wire-drawers, blacksmiths, 1 each ; miscellaneous, 24.

Since the class started, two weeks ago, five have given their places to others and six have dropped out. More than half the class walk two miles to get the lessons, and more than two-thirds of them are usually in their seats half an hour before the time for beginning. Only five of them have ever been in a Drawing-class before, though voluntary classes have been held in the city for many years.

It is pretty clear that Drawing is something more than a mere accomplishment, and that there are a good many men among our most valuable citizens who crave but cannot afford to pay for instruction in it.

Each lesson is an hour and a half long, and they may be conveniently and effectively given semi-weekly during the early winter months. A course of thirty lessons may be so planned that another course of a more advanced sort may follow them the succeeding winter.

The first ten lessons should be in Free-Hand Drawing. This is of great value in itself, and as a preparation for Instrumental Drawing.

The course of instruction for this introductory instruction is as follows, viz. :—

Three lessons in horizontal and vertical lines, and plane and ornamental forms composed of those lines.

Three lessons in curves.

Two lessons in perspective.

Two lessons in review.

In a class of a hundred and forty-five there will be some persons who prefer to devote the whole time of the course to free-hand practice. At Worcester there were forty-eight such. So at the end of

the tenth lesson a Free-Hand class of forty-eight, and two classes in Mechanical Drawing of forty-four each, were organized. The free-hand class go on with the course already begun under Prof. Gladwin; the others receive instruction for the lessons in descriptive geometry, and for the rest in problems adapted to their wants. One is taught by Prof. Alden, of the Free Institute, and the other by Mr. Higgins, superintendent of the Washburn machine shop. There is one assistant, a student of the institute, who divides his time between the two classes, but for the highest efficiency each class should have an assistant.

The Worcester classes are fortunate in having so good instructors at hand, and in finding them willing to undertake the work. No amount of culture or of skill are too good to be put at the service of such classes. It is just as absurd to argue that anybody will do for a teacher of "these evening classes" as it is to urge "cheap teachers" for Primary Schools. Any one who has seen Agassiz at a teachers' institute can understand precisely the bearing of these remarks. A good teacher at any price is cheaper than a poor one at any price. He is the vital part of the whole scheme. It is required of him that he be a skilful draftsman, be apt to teach, of good training, of large executive ability and of great personal magnetism. For Drawing demands some thinking, and gives generous discipline to the perceptive and imaginative faculties if it be managed by a teacher who knows how to call these qualities into action. The teacher has pupils whose minds are dulled rather than brightened by their daily duties, but who come nevertheless with a sharp appetite for the semi-weekly lesson. They want to see their teacher stand at the blackboard and draw—not only that, but make every line with such spirit and decision that their own fingers will follow his by a spontaneous movement. There is not only the result, but the agency that produces it; and there is a willing heart to guide their own imperfect work. This is true at least of all free-hand instruction. Whether charts and drawing cards, etc., are better than nothing, I do not know. Very likely they are. But I am sure that as lacquer and varnish are among the chief obstacles in the way of the beginner, in physical research, so text-books, charts, etc., hinder more than help such people as gather for instruction in Free-Hand Drawing.

How such teachers are to be secured without a Normal School or a Normal Class I cannot see. Because any man or woman can draw well, or has had private pupils now and then, or has taught Drawing in Public Schools from drawing-cards, it is utterly unsafe to infer that he can manage such classes as we are speaking of. In order to do *that*, he must carefully systematize the subject to be presented, study



the best ways of presenting them, and have every result in his mind ; so that in the class-room the only implement in his hand is a piece of chalk, and in the pupil's a lead pencil. The teacher, of course, has a blackboard before him, and the pupil a convenient table, a drawing board about 20 by 24, drawing paper, and a bit of rubber and a few tacks. Under such circumstances, a good teacher to plan the work and illustrate it step by step, with an expert assistant at the elbows of the class to explain 'an obscure point, to correct mistakes, and to ease clumsy fingers, can accomplish something in thirty lessons of substantial value, small though it be, and in the lessons can open the way to larger and better results from a mechanical course.

For this extended course of free-hand work some large wooden models are very convenient, as well as some casts in plaster. The models should be a cube of two feet edge, a sphere, a cone, a cylinder, a hexagonal prism, a hollow cube and a section of it, a pyramid, a truncated cone or pyramid and a regular tetrahedron. The cost is very trifling.

As to plaster casts of art studies, there is a considerable assortment for sale in New York by Harrie Coffee, and ten or fifteen dollars will buy a fair supply. But doubtless in every town a loan collection could be made from private sources which would be just the thing wanted.

Now, if any one raises the very fair question, whether, after all, in such classes as I have described, any results are obtained at all commensurate with the expenditure, I can only answer by submitting to his inspection the results thus far obtained.

For the first course of twenty lessons in Mechanical Drawing, a good part of the time, say three-quarters, is spent in learning the elements of descriptive geometry. Descriptive geometry is mechanical drawing in one sense ; that is, it is the method of representing any object in horizontal and vertical projection, in any position. A knowledge of geometry proper is of incalculable value as a preliminary, but is not indispensable. The problems to be given must be selected with great care ; and the aid of a blackboard, contrived so as to show the two planes, is of great importance. A teacher can get some very useful hints by consulting a set of lessons given at the Ecole de Dessin, Paris, by Messieurs Petitcolin and Chaumont. These papers are now unfortunately rather scarce, but as they are the only really systematic and practical things of the sort, a reprint will undoubtedly appear before long. The remaining fourth may be devoted to simple or complicated problems in construction, according to the proficiency of each pupil. Some simple models are required in this class also, which can be had at small expense. The excellent hand-book of Prof. Warren will be of great service to the teacher, and at some time to the

pupil. It will be observed that the method of instruction recommended for the mechanical classes differs widely from the one usually followed in classes connected with our voluntary organizations. That plan is to give the pupils certain arbitrary rules for producing certain results, and pupils are generally allowed to choose their own studies. This plan contemplates the mastery of the great principles of projection, so that the pupil can delineate any form he wishes, and put it in any desired position.

Pardon me for urging again that the common and highly objectionable plan of teaching by text-book will not answer the demands of the hour in regard to this form of knowledge. Some convenient hand-book may be very well for the pupil to consult in case of doubt or forgetfulness, but no such thing should ever be seen in the classroom.

Some practical questions naturally arise:—

What apparatus must the town furnish and what the pupil?

The town must open a convenient room, warmed and lighted, and must equip it with tables and blackboard. One of the Public School-rooms will do, in most cases. If the room must be furnished with tables, very good ones can be made, as at Worcester, for two and one-half dollars each. A regular draftsman's stand, of iron, is made there for about eight dollars. The town ought also to furnish a few models.

The pupil must supply himself with drawing-board, paper, pencils, instruments, etc., etc. In regard to instruments, a pair of adjustable dividers, a pen, a scale, an L-square and a triangle are all he needs. He may entirely forego a varnished box, and wrap his metallic tools in a bit of chamois leather, which many draftsmen prefer to a box. Six dollars will provide him with all he needs. If he cannot afford this, it is clear that he does not attach value enough to the instruction he is seeking to put it to any use in his own business. If he learns anything and means to do anything he will need his instruments. They should, of course, be of the best quality, so that the set can be enlarged at will. I do not need to add that the draftsman should not waste his money in buying cheap "sets of instruments." The Swiss are the best.

What do these classes cost?

A good teacher ought not to work for less than ten dollars an evening for a single class. For large classes and extended courses, more favorable terms can of course be made. The cost of incidentals is two dollars per evening, and at least fifteen dollars should be expended for models.

Suppose the School Board will not move in the matter, what can be done?

Clearly nothing but to organize independently of the Board, pay the sum required to carry on the class, and appeal to the town at the next town meeting.

Where can we get teachers?

This is a hard question to answer. A Normal class, in lieu of anything better, ought to be maintained by the Commonwealth at some convenient centre during a few months in the summer, where the really skilful draftsmen in the State can learn how to teach their art. As things are now, in general, reliance must be placed on the few gentlemen in Boston and Worcester who are willing to undertake the labor.

I have thus given a simple, practical statement of what is doing at Worcester in industrial drawing, as you requested, and some suggestions that have sprung up by the way. No one can be more sensible how much more ought to be done; but considering the depths of popular ignorance and prejudice on the subject, and the general apathy toward all educational reforms, it seems best that its friends and promoters should undertake at first only what can be thoroughly, successfully and cheaply done, trusting that such large and beneficent results will follow these small beginnings that public sentiment will demand, after clear demonstration, what the public good so clearly requires.

[ C. ]

## INDUSTRIAL OR MECHANICAL DRAWING.

## MR. THOMPSON'S LETTER.

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[From Prof. C. O. THOMPSON, Principal of the Worcester Technical School.]

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*To the Board of Education :*

In response to your Circular\* of inquiry in regard to Free Industrial Drawing Schools, I have the honor to submit the following suggestions.

## ADVANTAGES TO BE DERIVED FROM DRAWING.

1. Skill in mechanical labor is always associated with a nice sense of form and proportion. This sense is to be trained by Drawing.
2. The ability in the foreman of a shop to give accurate sketches of machines, or parts of machines, to a workman, is of great value. This can be gained only by the practice of Drawing.
3. It is probably true that attention to Drawing saves apprentices a good deal of time. A boy who spends two hours a week in Drawing, and the rest of the time in working at machines or at the bench, learns his business faster, and becomes more skilful in it, than one who works all the time.
4. The great bane of foremen in machine shops is the inability of nine-tenths of their workmen to read a working drawing so as to work from it. It is calculated that the productive efficiency of every machine shop would be increased *thirty-three per cent.* if every journeyman could read any common working drawing and work by it. Their present inability to do this leads to working by "rule of thumb,"—that is, to poor work.

The argument of Hon. George F. Hoar before the Committee on Education, in behalf of the proposed grant to the Worcester Free Institute, sets forth the duty of the Commonwealth to her artisans.

\* See ante—Appendix A.

On *general principles*, the workingman is entitled to the same educational facilities, proportionally, that are liberally accorded to the so-called "educated classes." The alphabet of this *technical education* is *Drawing*.

5. The great advantage to the State would be a superior class of artisans, giving her productions in machinery, manufactures, &c., greater value.

#### METHODS AND SUPERVISION.

1. A *Normal School* should be established at some convenient centre, where there is abundant apparatus already provided. This school will consist of men and women who design to become teachers in the various Drawing Schools. It can accomplish its end in one month—say July. The pupils will then be ready for the winter work. This on the supposition that there are persons enough ready who can *draw*, but who do not know how to teach others to draw in a scientific and effective manner.

2. The first schools should lay out a course complete in one winter. Take Salem, for instance, a town where Drawing is taught in the common schools. Let a teacher go there, open an evening class for journeymen and apprentices, if the number is too large (that is, more than thirty), employ an assistant, and give ten lessons in Free-Hand Drawing, and fifteen in Mechanical Drawing—twenty-five in all. The term *Mechanical* can be so modified in different cases as to cover the wants of machinists, architects and carpenters. It is quite possible that the present teacher of Drawing in the public schools would be able to take charge of the matter after attending the *Normal School*. If all this were enthusiastically done and carefully *superintended*, we should confidently anticipate a demand the second winter for a more extended course. I imagine that the matter must be worked up by easy stages, since so little is known about it amongst people in general—even those most interested in this project.

3. The proper method of instruction is the South Kensington plan, with some modifications.

4. There should be a superintendent of Art Schools, appointed by the Board of Education, to supervise all the schools as constantly as if they were in one building.

#### MODELS, CASTS, PATTERNS, ETC.

1. These Industrial Schools will ultimately include all forms of industrial art; but the great demand for them at first will come from carpenters and mechanics. The great need of these men now is ability to make plane projections and cross-sections of machines and structures. Hence, to carry out the general idea of educating our working

classes up to the idea of artistic work, I should begin by simple drawing from the flat, and from such cheap wooden models as might be obtained in each town without much expense. The copies in the flat the teachers would have on hand as the result of their normal course, and excellent ones can be found in the leading industrial journals. I should say that five hundred dollars will be ample for forty winter schools. I am led to this opinion by the fact that at the Chandler Scientific School there are no *Models* in the high sense of the word, and next to none at other good schools. Now the drawing done by their pupils, though not of the very highest order, is nevertheless a great and valuable acquisition, and answers the demand of practical life admirably. I think that any great outlay for models, casts, &c., on the part of the Commonwealth, can be deferred two or three years.

2. Beyond a doubt, a temporary loan collection of works of art suitable for art-students to study, can be made in any large town by the favor of owners of private collections.

#### METHODS OF INTERESTING THE PEOPLE.

1. Liberal circulation of the Report of the Committee of the Board of Education who are now considering the subject, in which might be included the address of Cardinal Wiseman to the laborers of Manchester, England. This exhaustive and invaluable pamphlet, it is hardly necessary to say, is edited in America by Miss Elizabeth P. Peabody, and is for sale by Lee & Shepard in Boston.

2. The Board of Education could designate some competent person to visit the large towns of the State and address the people on the subject. If this were done pretty soon after the Act of the legislature, or pending its action, the work of organizing the schools would be greatly facilitated.

C. O. THOMPSON,

*Principal of the Worcester Technical School.*

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#### MR. GLADWIN'S LETTER.

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[From Prof. GEO. E. GLADWIN, of the Worcester Technical School.]

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1. The Resolve of the legislature of Massachusetts, relating to the proper instruction of men, women and children of the Commonwealth in Industrial Drawing, is of the greatest importance.

No one can question the utility of the art of Drawing, as its usefulness may be seen and felt in almost every trade or business of life.

We need in this country the dissemination of a sound and true taste, which will not only raise the character and value of our manufactures, but also the intellectual appreciation of those who have to produce and consume them.

2. The first step to be taken to elevate the public taste, and to secure to our industrial classes the skill which would in consequence be demanded, is to cause Drawing to become a regular branch of instruction in all the common schools of the State. Teachers especially prepared should give this instruction as far as possible. Where this is not possible, our regular teachers should adopt certain definite modes of training the eye and hand of their pupils, which are simple and feasible, and which training would be of invaluable service to them in after-life.

Besides the regular school instruction in elementary Drawing, which should reach all classes of pupils without exception, there should be afforded an opportunity for *special instruction in Drawing* to those who have passed through their school course without this privilege, especially to our apprenticed mechanics and all of both sexes who are engaged in industrial pursuits.

In all of our large towns evening schools might be formed for this purpose, under the auspices of literary or mercantile associations, and receiving the sanction and encouragement of the town authorities. The payment of a small fee, by each member of such schools, would work beneficially, making them in part self-supporting. State help would be appreciated all the more highly, by requiring each member to aid in their support.

At these schools a systematic and thorough course of industrial Drawing should be pursued. The only way to produce a good draftsman is by giving him sound principles by which he can work intelligently and accurately.

A good foundation must be laid in *Free-Hand Drawing*. A definite knowledge and practice of correct form is indispensable. This can only be obtained by a bold and decided course of Free-Hand Drawing in outline.

By this means a large measure of *artistic power* may be acquired, an element very necessary in the mechanical enterprises of the day. The end to be sought in this training is the correct expression of real forms. A mechanic, especially, should possess the power of correctly representing, by drawing, a definite form before him, or the idea of such a form he may have in his mind.

The training, then, should be early directed to drawing from real objects.

3. After a series of lessons from *flat examples* given by the teacher

upon the blackboard, simple *geometrical models* of large size should be arranged as studies, and great exactness and fidelity required in their representation upon paper. Studies may also be made of the most *familiar objects* singly and in groups.

*Plaster casts of ornamental forms, figures, flowers and foliage* can all be used with the greatest benefit in this course of instruction, and in the study of which the majority of pupils will not fail to be greatly interested.

No one needs the free-hand training more than those preparing to be strictly mechanical draftsmen; and such training (however short the course, and it must necessarily be so in all special schools of Drawing) will be of incalculable service in their mechanical stages of drawing.

4. I am not prepared to state how these special schools for drawing should be organized and conducted, but think a simple and wise plan would be quickly settled upon if the State should set in operation such a movement.

The greatest difficulty in the way will be the lack of properly prepared teachers to take hold of this work with enthusiasm. Their preparation must be provided for. There should be a training school established for this purpose, giving sufficient encouragement to those with an aptitude for drawing to devote their time to it.

5. The best means of promoting among the people an interest in this subject, is for our legislature to devise a liberal scheme for this *special education in art* of our working men and women, and to spare no efforts until it is put into successful operation.

GEO. E. GLADWIN,

*Worcester Technical School, Worcester, Mass.*

## MR. WARE'S LETTER.

[FROM WILLIAM R. WARE, Esq., Professor of Architecture in the Massachusetts Institute of Technology.]

MASSACHUSETTS INSTITUTE OF TECHNOLOGY, }  
BOSTON, September 30, 1870. }

Hon. JOSEPH WHITE, *Secretary of the Board of Education* :

SIR,—In answer to the questions which the Committee of the Board of Education have done me the honor to address to me, I beg to submit the following observations.



I. The instruction of men, women and children in those branches of drawing which are applicable to the industrial arts, may be expected to obtain for them, in a greater or less degree, the benefits of an increased development of the powers of perception, a new means of expression and new sources of enjoyment. Drawing gives one a new sense and a new language; and not only is its exercise a delightful recreation in itself, but it opens the eye of the mind to the endless beauties of nature and art. It is thus an invaluable element in general education. To the workman it is of the greatest practical use. If he does not carry it so far as to become a skilful draftsman himself, it yet enables him better to understand drawings made by others and to work intelligently from them, and to represent, however rudely, things that cannot be well explained by words. He is a more intelligent and serviceable workman. If he attains to real skill in the use of his pencil, and develops the tastes and talents that cannot, without this training, be either discovered or made use of, he becomes a valuable person at once. Every branch of our manufactures is suffering for the want of just this intelligence and skill.

The introduction of Drawing into school-work would also do something to mitigate the evils arising from the exclusively literary character of our public teaching. Anything that brings manual skill again into repute and counteracts the growing disposition to discredit every means of livelihood that does not consist in "brain-work" merely, is a positive gain to our civilization.

Moreover, if there is, as there always must be, artistic talent of a higher order lying undeveloped in the community, the general diffusion of sound instruction in Drawing is a sure way of finding it out and of making it serviceable. There is undoubtedly in the community at the present moment a large number of persons of great artistic capacity, whose abilities, which might have given them name and fame, and have shed lustre upon their age and country, are wasted in inefficiency and neglect. A general education in the elements of art would have given them the means of success, and created a public ready to appreciate their work.

II. The system of instruction to be pursued must of course be determined in great part by the capacities and predilections of such instructors as it may be possible to secure. Mechanical Drawing by the use of instruments and India ink on the one hand, and the Free-Hand Drawing of ornament and the human figure on the other, with charcoal or crayon, are excellent, and, at last, indispensable. But I believe that the requirements of Industrial Art may be met most directly and simply, in the first instance, by the adoption of what one may call a Free-Hand Mechanical Drawing, in which accuracy and

precision in the delineation of objects are obtained by the training of the eye alone. Beginning with right and curved lines, the square and the circle, the pupil may proceed at once to the details of machinery, carpentry or architecture, or of flat and raised ornamentation, putting in the geometrical forms without instruments, and gaining as he goes on a knowledge of light and shade, and of the principles of Geometric and Isometric Drawing, and of Perspective. This style of drawing, although mechanical, has the advantage of being easily learned and easily taught, and while it encourages the pupil by producing immediate results and giving him an accomplishment of great practical value, it forms an excellent basis for that freer and more artistic study of foliage, flowers, animals, buildings, landscape and the human figure, upon which the Industrial Arts chiefly depend. The best success has attended the introduction of this system both in this country and abroad.

III. Elementary work of this sort requires only chalk and blackboards, pencils and paper, with a certain number of printed or lithographed copies for the use of the teacher. It is thus especially adapted for class teaching and for instruction in the public schools. It is an excellent plan for the student to draw the simpler figures, at least several times, first on the blackboard, using the whole arm, next on a large sheet of paper, to train the hand, and then on a smaller scale still, to exercise the fingers. The use of dots and crosses, in place of lines, to begin with, as illustrated in Mr. Bartholomew's school cards, seems to me to be a device of unusual merit, and to be capable, by the addition of short tangent lines, or lines of direction, of extended application in the preparation of more elaborate work. Prints and lithographs of a more advanced character are needed for the higher instruction, and the practice of drawing from "the round," that is to say, from solid objects, should be introduced after a certain degree of skill in manipulation is attained. This is more inspiring, and is in every way more instructive than Drawing from "the flat"; but if introduced too early in the course it necessitates an amount of supervision and individual attention on the part of the teacher that can hardly be afforded when the classes are at all large. Large wooden models of geometrical forms are excellent, though somewhat expensive. Models of machinery are of the greatest value, especially for classes of grown men, and though expensive to make or buy, they could in almost all our large towns probably be obtained on loan from the manufactories. Plaster casts of ornament and the human figure are no less indispensable, and are fortunately very cheap and very easy to be had. A lead pencil or crayon and a piece of Manilla paper are all the apparatus the student needs for a long while. Even in learning the use of

instruments the student can get on a good way with a T square, triangle, inch scale, pencil, India rubber and a pair of dividers. The use of pens, ink, brushes and color should be put off as long as possible.

IV. The evening schools should probably have an experienced schoolmaster at the head as manager, with skilful draftsmen as his assistants to give the instruction. These two functions are distinct, and capacity for them both is not likely to be found in the same person, especially as the head of the school should, presumably, be an American, while the teachers, at least in the more artistic work, will presumably be French, German or English. Every large town will probably be able to supply skilled workmen perfectly qualified for this work—machinists, lithographers or professional draftsmen.

In the day schools for children, the Drawing should be taught by the regular teachers; and as they are for the most part quite unskilled, it is of the utmost practical importance that the system of Drawing adopted should be so simple that they can administer it with success. But anything that the children can learn to do in the course of the year the teachers can acquire in the course of a few weeks, and there need be no fear that a practicable scheme will not be found.

V. The best means of promoting a public interest in this branch of education is undoubtedly a public exhibition of the results. Prizes, of nominal value, awarded by competent judges for the best work, would give a zest to its enjoyment and would stimulate the zeal of the students. If the best work of the different schools could every year be collected and compared, and State prizes awarded, and the whole collection, or at least the prize pieces, could be circulated among the schools, it would doubtless create a lively emulation all over the State and would establish in the worst schools the standard of the best.

But the greatest effect upon the public mind is probably to be produced by local exhibitions, in all the large towns, of the results of industrial art, collections of art-workmanship of every kind, illustrating the application of design to manufactures. Such exhibitions constantly take place abroad, and are found to be of the greatest value in stimulating the interest of the manufacturer, the workman and the public.

In England, the Science and Art Department have arranged a small museum of such objects—glass, pottery, iron and bronze work, textile fabrics, &c., &c.,—packed in cases equally convenient for travelling and for exhibition, which goes constantly from town to town where Schools of Art are established, and forms the nucleus of occasional art exhibitions all over the kingdom, the community in which each exhibition is held supplying what it may possess to add interest to the show. Such a scheme would probably work perfectly well in Massa-

chusetts. Every large town possesses treasures of such art that the owners would gladly contribute for such a purpose.

VI. At the Universal Exhibition of 1851, England found herself, by general consent, almost at the bottom of the list, among all the countries of the world, in respect of her art manufactures. Only the United States, among the great nations, stood below her. The first result of this discovery was the establishment of Schools of Art in every large town. At the Paris Exhibition of 1867, England stood among the foremost, and in some branches of manufacture distanced the most artistic nations. It was the Schools of Art and the great collection of works of Industrial Art at the South Kensington Museum that accomplished this result. The United States still held her place at the foot of the column.

I am, very truly, your obedient servant,

WILLIAM R. WARE.

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#### MR. BAIL'S LETTER.

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[From Prof. LOUIS BAIL, of the Sheffield Scientific School at Yale College.]

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SHEFFIELD SCIENTIFIC SCHOOL, ENGINEERING DEPARTMENT, }  
YALE COLLEGE, NEW HAVEN, January 4, 1870. }

To D. H. MASON, Esq., and others, *Committee of the Board of Education, Boston, Mass.*

GENTLEMEN:—In answer to your communication of December 27th, I respectfully submit the following:—

“1. The advantages which might be expected to result from the contemplated instruction in Mechanical or Industrial Drawing.”

Such instruction will make our nation richer, by making our artisans more tasteful and skilful, and by developing the latent talent of the industrial classes. Without this cultivation no people can aspire to become a first-class manufacturing nation, nor will they be able to compete successfully with the products of skilled industry in the great markets of the world.

Special scientific schools or colleges are indispensable to the highest development of the arts under consideration; but they are insufficient, for they fail to reach the masses, and therefore cannot reform the industry of the country. These scientific schools have little effect upon the masses of our mechanics, except to prove the heights to which the mechanical profession may aspire. They furnish no means accessible

to the great body of mechanics, and offer to them no systematic instruction by means of which they may become more intelligent and skilful in the performance of their labors.

There is too much guess-work in our mechanical operations, that can only be obviated by such instruction as you propose. A great deal of time and material is wasted in "cutting and fitting" and making things only "about right," when absolute certainty and correctness of plan should have been secured beforehand. There is no form, however complex, that cannot be indicated by drawing in such a manner that an intelligent workman, who is competent to read or understand drawings, can execute the object represented with absolute certainty. The simple ability to read plans and drawings fits a man for a good position. In fact, the foreman of a shop is often the only man who is able to do this. By leaving our mechanics in this semi-barbarous condition, we lose much money and credit, and lower the intellectual and moral condition of our artisans. The more mind a man brings to bear upon his business, the more respectable and self-respecting he will become.

Why is it that a majority of our apprentices are of foreign parentage? Why is it that American boys are growing too proud to "learn a trade"? Is not the cause found in the fact that our whole system of education has quite ignored an industrial life? The only legitimate result of our educational system will be the production of lawyers and doctors, or at the least, clerks and school teachers. In consequence of this defect, children receive the impression that education has no bearing upon mechanics; that a trade is only manual drudgery. The result is, that our boys select the most effeminate employments in preference to manly mechanical work.

When our educational system provides our youth with some intelligent preparation for the prosecution of industrial labor, the trades will be filled by a more cultivated class of young men, and our boys will blush to be found selling pins and needles; but they will not be ashamed to be seen using the hammer and chisel.

The whole nation is deploring the lack of good ornamental designers. We are becoming tired of sending so many millions to Europe for articles that we might produce cheaper at home if we had skilful designers. This branch of industry affects articles for the homeliest use.

Beauty of form and ornamentation is the quality always referred to as perfecting the claim to notice and value. It is hoped that the female population will, so far as possible, occupy a field so well suited to their capacity and taste.

"2. The course and methods of instruction appropriate for the object in view."

I shall perhaps be pardoned, if under this head I allude freely to my own experience and labors. In apology for this, I will add, that I was, when quite young, appointed professor in the Technic Institution in Nuremburg, Bavaria, which sustained, in connection with the regular Scientific School and Trade School, an Industrial School for mechanics. I have, since this time, been much occupied in consideration of the interests of the industrial class, and have had constant experience, by the *actual teaching* of persons engaged in every common branch of industrial labor. I commenced work in this country in the Mechanics' Institute, New York, and have since had several thousand artisans under my instruction. My experience has led me to entertain the most sanguine hopes for the future of American Industrial Art. I believe there is no other class in this country so anxious for instruction as mechanics. I am sure there is no other class willing to make so great sacrifice to obtain instruction.

Mechanics are the sinew of our commonwealth, and deserve the highest consideration of educators. At the conclusion of a lesson, gray-haired mechanics have often almost overpowered me with thanks, saying to me: "This lesson is worth hundreds of dollars to me;" or, "I shall work better all my life for this." I have often found some pupil repeating the lessons to others poorer than himself.

I have become so affected by the conviction of the need of mechanics and their desire for knowledge, that I resolved to give a free course of lessons each year to those who are unable to pay for instruction. Of last year's course, our school superintendent says in his report, page 33: "Within a few weeks, I have been told by members of that class that the knowledge obtained is worth hundreds of dollars to them, in the increased facility and exactness with which they are enabled, in their daily work, to prepare their patterns and construct difficult forms in mechanical operations."

The lessons referred to are given in the City Hall on Friday evenings. We shall be happy to have any person interested give us a call.

In no department of our industry would the result of judicious training prove more speedy, obvious and profitable than in Ornamental Design. Any system of instruction that fails to provide for this important branch of industry will be defective. The mechanical use of copy books will never make a designer. The competent teacher in Ornamental Design will be able to do much for his pupils in a few lectures. He will commence by illustrating the simplest form of ornamentation by the use of the dot; he will bring examples from nature—as feathers, shells, flowers, &c., &c.; next he will draw lines, giving the simplest forms, and show their different changes and combinations. A figure composed of a multitude of lines only serves to con-

fuse the mind of the pupil. As the power of analysis increases, more complicated ornaments should be presented.

The various styles of ornaments peculiar to different nations must be presented. Beautiful forms must be presented as models. The taste of the pupil will soon become informed, but he will reap little practical benefit unless these instructions are preceded by sound elementary training of the hand and eye. This training should form the basis or initial step to every department of Drawing.

The pupil in Mechanical Drawing must first acquire knowledge of the use of the mathematical instruments. He must then learn to draw and construct practical problems in plane and descriptive geometry, which will be found to be the language and interpreter of all Mechanical Drawing. Next comes Isometrical and Perspective Drawing,

At the conclusion of these lessons, the pupils are divided into different classes, in accordance with their pursuits. The common practice of commencing Mechanical Drawing by placing a pattern before the pupil and requiring him to copy it, is a miserable caricature upon teaching. Every step of the operation should be performed and thoroughly explained in the presence of the pupil; it should also be illustrated by models. The instructor should possess broad culture, but he should not confuse his pupils with the variety and extent of his knowledge. He should be able to bring out of his treasures "things new and old," but he should never present any question for speculation or display. He should study to present principles of the greatest *practical* use to his pupils, and to teach them the practical application of these principles. It requires great judgment and experience to select from the mass of knowledge what is most practical and fitting. Our mechanics, as a rule, are too much wearied of labor to find interest in questions outside their calling. They want the prospect of some tangible good to incite them to industry and improvement. It appears to me, therefore, that the initial undertaking should be devoted chiefly to practical results in the industrial arts. The individuals who are by this course incited to higher attainments will be provided for in some of our scientific schools.

The principal special classes will be as follows: Machinists, carriage-makers, carpenters, joiners and stair-builders, tinnern, masons and stone-cutters, carvers and modellers.

In connection with these classes, lessons should be given in physics, mechanics, chemistry and mathematics.

I have private notes of my entire course in the different branches of Mechanical Drawing, and if they can afford any aid in this cause, I should be happy to show them to any gentleman of the Board. You may at any time command my services in this good cause.

"3. The models, casts, patterns and other apparatus necessary to be supplied."

For Descriptive Geometry: Models of various planes, superficies and solids.

For Perspective: The perspective plane with various apparatus; also model for explaining the arches, &c., &c.

For Machine Drawing: Models of wood of various parts of machinery; a sectional working model of an engine; models for illustrating the principle of belting and pulleys; the various wheels and other simple models.

For Architectural Drawing: Models of Grecian and Roman orders of architecture, and of various styles of other countries; models of roofs of houses and steeples; of a frame house; models of various winding stairs, doors, windows, &c.

For Carriage-Makers: A simple frame of a carriage for the explanation of the "French rule."

For Tinnors: The envelopes of various geometrical solids.

For Carvers, Modellers, Decorators and Designers for fresco, paper-hangings, carpets, calico, silver and glass ware: A variety of plaster models and ornaments, patterns of ornamentation of various styles and countries, &c., &c.

"4. The organization and supervision of the proposed Drawing School."

The foundation of such branches of education as it is now proposed to introduce should be laid in our public schools; therefore the success or failure of the enterprise must depend in a great degree upon the zeal and intelligence of the teachers. The Normal Schools should be provided with a thorough and systematic course of instruction. It would be wise to convene a normal session, with the express object of preparing teachers for the work. These teachers should be required to submit to an examination by a competent authority, who should also supervise their work. If it is objected that many of the class it is proposed to benefit by special instruction will not remain in the public schools till they advance to the Drawing, I reply that a child five years old should begin to learn to draw. The longer instructions are deferred after this age, the greater the loss. As soon as a child enters school, a regular systematic training of the hand and eye should commence. This is of double value, promoting in the child habits of observation and comparison.

This is not a matter of speculation, but has been proved by actual practice in this and other cities. If any person doubts the expediency of such early training, a visit to our public schools would convert him.

I am certain the time is not far distant when this training will be accomplished, and that our grammar schools will also make some prog-



ress in Industrial Drawing. Drawing from objects and models should become as familiar as writing to the pupils of these schools. We have been speaking of what *should* be. Our purpose is to take the material we have at hand and make the best use of it. It appears to me that in the special drawing schools we must depend mainly for instructors upon the public school teachers.

My experience as teacher leads me to conclude that the preparation of teachers may be accomplished without special difficulty. I have seldom given a course of lessons in industrial drawing, but at the conclusion of the term some leading members of the class would step into the front rank and take the position of teacher. Their labors have often been attended with marked success.

Teachers are more intelligent than the industrial classes; more ready to receive, and more expert to communicate instruction. I have had many teachers under my instruction and supervision, and I have found them prompt to receive and impart knowledge. Without doubt, each town of over five thousand inhabitants has a teacher or teachers already somewhat skilled in Drawing, and who would be willing, with such encouragement as the Board will be able to offer, to fit himself fully for the work.

The Board should define strictly the duties of these teachers. In the larger towns, special drawing on a more extended scale should be established.

"5. The best means of promoting among the people an interest in the subject of 'Art-Education.'"

The individual classes here especially referred to, are already in advance of educators on this subject; at least this appears to be the case in our vicinity. It was in answer to the persistent demands of this class that drawing was introduced into our public schools.

Copying pretty little drawing-patterns has not excited the interest and confidence of the masses, nor the approval of the more cultivated class; but we believe the industrial classes may safely be trusted to recognize their true interests. To promote a permanent interest in Art-Education, we have only to consult the greatest good of the people in our plan of instruction. There is nothing like true teaching to arouse and retain the popular heart. Some people have the impression that everything can be accomplished by words. A good lecture upon art does indeed act as a stimulant, but cannot afford nutrition and growth.

"Talking" without "chalking" is to little practical purpose with the masses.

Among the advantages that will result from the contemplated course of instruction in our public schools, I omitted to state that the imme-

diate effect would be to elevate the character of our scientific schools. The pupils in these schools have at present little or no preparation in Drawing for the mechanical departments. We are therefore compelled to spend a great deal of time with the elements of Drawing. This greatly detracts from the character and efficiency of these schools. Apply the same condition of things to any other department of college instruction, and the difficulties will be appreciated.

Your obedient servant,

LOUIS BAIL.

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### MR. BARTHOLOMEW'S LETTER.

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[From WM. N. BARTHOLOMEW, Esq., Teacher of Drawing in the public schools of Boston.]

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*To the Committee of the Board of Education :*

GENTLEMEN :—In noticing some of the advantages which might be expected to result from the contemplated instruction in Mechanical or Industrial Drawing, we may give a prominent place to mental development.

Drawing is an intellectual exercise, the power of which resides in the head, and not in the hand, as some suppose. The head directs the hand : that it may direct it aright, it must have knowledge ; and this calls for study. In learning to draw, there are laws of Nature and of Art that must be investigated and understood ; and in the representation of forms, however simple, there must be mental effort. Without thought, one can no more describe the form and appearance of an object by means of lines, than he can without thought describe it by the use of words. Considered in the light of an intellectual exercise merely, the mental effort which the study demands must be of advantage to those who receive instruction.

The tendency of this study is to make one a close observer. In order to represent an object correctly, one must have an exact knowledge of it. This does not come by intuition : it can only be gained by exhaustive observation. Every part must be thoughtfully studied. With students of Drawing, this way of looking at things soon becomes a fixed habit, the value of which is inestimable. There is no profession or calling in life in which success does not depend, in a measure, upon exact observation. This habit once formed, one will carry it into his business, whatever it is.

Subtlety of sight is another advantage to be derived from this

study. It is a common notion, that one must *see* a thing if it is before his eyes. This is a mistake. The uneducated eye sees only the most palpable and conspicuous truths; everything minute or obscure is unnoticed. Keenness of sight, as well as that of hearing or touch, is the result of education. As a rule, we have left the education of the eye to chance; and the result is, that we are as a people comparatively blind. Many of us walk daily amid the most beautiful scenery, and yet we see it not. We are surrounded by objects, the presence of which would be to us a source of the most exquisite pleasure if we could but see their beauty. By our neglect, we lose one of the most fruitful sources of pure enjoyment. Besides this, we are losers in a pecuniary view. To the mechanic, this education is a matter of dollars and cents. With it his labor is sought after, at high prices; without it, he is often compelled to seek for employment, and receives for his labor just enough to enable him to keep body and soul together. The mechanic is skilful or unskilful according to the acuteness of his vision. In producing good work, the difficulty lies not so much in *doing* as in *seeing* what to do. If the eye is keen the hand is cunning; but, if the eye be dull, the hand is awkward and clumsy. A trained eye not only enables the mechanic to do a certain piece of work better than it were possible for him to do without this training, but he can do it in less time, and with less labor. Seeing exactly what he has to do, he drives to the mark at once, instead of feeling his way along as one must who cannot see clearly.

This study cultivates the habits of *neatness* and *accuracy*,—habits which will not come amiss in any branch of business. The art is neatness itself; and, in the practice of it, accuracy is quite as important as it is in mathematics.

Drawing cultivates the taste. That we are affected by those things we come in frequent contact with, no one questions. Surround us with objects of beauty, and we soon learn to appreciate them, and to find pleasure in their contemplation. And this is especially true if we are taught to study and delineate their forms. Educate the mechanic so that a thing of beauty will be to him a source of pleasure, and he is a better workman. His love of the beautiful will be manifest in his work. We shall have from him objects of taste, as well as use. Deformity will be repulsive to him; and, in all that he may do, his constant aim will be to avoid it. This it will do for the man; but the good that has been done will not end here; for, in elevating and refining the taste of the laborer, you have taken him out of the ranks of the common workmen, and made him an educator.

A very large proportion of all the Art we have comes from the Old World. In all matters of this sort, we live, to a great extent, by bor-

rowing. It is not because our workmen lack the germ of Art, that they are not skilful in design : all they lack is an Art-Education. Will it pay to give them this? Other nations find it for their interest to give their workmen every facility for becoming skilful in their business. If it is a paying thing for them, will it not be a paying thing for us to do the same? Every dollar that the State may spend in giving to her people an Art-Education will be returned to her again with usury.

The study and practice of Drawing develop the power by which we retain in the mind impressions of form. Most persons are exceedingly deficient in this power, for the reason that nothing has been done to develop it. The ability to retain in the mind clear and distinct impressions of form is a great blessing to any one. He who can bring to mind, with all the clearness and freshness of reality, the views he has seen, possesses a power he would not part with on any account. To those who would originate anything new in the way of design, this power is indispensable. New forms are always made of old ones; and hence, in producing anything new, the more extensive the collection of beautiful and useful forms one has stored in memory, the more hope there is of success.

That the study of Drawing develops the imagination is a matter well understood. That which helps us to get clear and distinct views of the actual, also enables us to obtain clear and distinct conceptions of the ideal. The imagination is the inventive faculty. Its full development, therefore, is a matter of the first importance in the case of every individual.

A practical acquaintance with the art of Drawing enables one to understand the drawings of others. Those who have had the most experience with mechanics, where they have been called upon to work from a drawing, can best appreciate the value of this attainment. After the drawing has been explained over and over again, until both you and they think they have a clear idea of what is required to be done, you must stand over them while the work goes on. In case you leave for any length of time, the chances are, that on your return, the work done will need to be undone. There are exceptions, of course; I speak of them as a class.

A few days since I chanced to meet E. P. Morgan, Esq., Mechanical Engineer of the "Saco Water Power Machine Shop;" and, in the course of our conversation, he said, that through the inability of their workmen to understand a drawing, hundreds of dollars were lost every year. Now, what is true in this case is true of our manufacturing establishments all over the land. The time lost in doing that which must be done again because of error; the loss of material, the use of power, and the wear and tear of tools to no good purpose; the

time of engineers and foremen spent in explaining drawings which would have been understood at a glance had the workmen been instructed in Drawing, and the time consumed in listening to these explanations,—cost the country, it is safe to say, millions of dollars annually. This, certainly, is an argument in favor of doing something towards giving our mechanics some knowledge of Drawing.

Having noticed some of the advantages which may be expected to result from the contemplated instruction in Mechanical or Industrial Drawing, both to the individual and to the State, we may now inquire whether the schools which it is proposed to establish will be able to do all that needs to be done in the way of Art-Education among our people. Upon this point I think there can be but one opinion. One of the first conditions of elevating the Art of the country, in all its forms, is the general diffusion of artistic knowledge and taste among our people. Omit this and you educate the few to little purpose. These schools must fall far short of meeting the exigencies of the case; and yet they will be invaluable, for they may reach a class of persons that cannot be reached by other means. They may do something for those now engaged in the active duties of life; but they can do little or nothing for the future mechanics of the State or their patrons. This work must be done in our *public schools*. Sow the seed of an Art-Education in our primary schools, nurse and nurture it through the whole period of school life, and you educate the eye, train the hand and cultivate the taste of every member of society. Both duty and interest demand that Drawing should be made a *required* study in every public school in the Commonwealth. It may be said, perhaps, that it is impossible at present to introduce this study in our schools because our teachers as a rule are ignorant of the art. If you wait until our teachers are well qualified to instruct their pupils in this branch of study before it is introduced, you never will cease to wait. The teachers, especially those who are instructing young children, are already in advance of their pupils. Let them begin the work of teaching, and, by study and practice, keep in advance. Certainly they ought to be able to progress as rapidly as their pupils. Want of time is sometimes urged as an objection to the introduction of this study, particularly in our grammar schools. In reply to this objection, it may be said that the help it affords in learning to write amply compensates for the time devoted to it. This is the opinion of many of our best educators. Whatever objections may be urged against the introduction of this study in the grammar schools, they can have no weight as applied to our primary schools. Hours are spent in these schools daily to no good purpose. Let a part of this time be devoted to drawing on the slate and the blackboard. If the

exercise is properly conducted, it may be made exceedingly useful in many ways, aside from its value as a means of training the hand and educating the eye.

The early lessons in these schools should be devoted to the work of training the mind to judge accurately of *position*, *distance* and *direction*. Instead of using lines for this purpose, to begin with, I have found dots to answer better. They have this advantage over lines. It requires no mechanical skill to make a dot; the mind can be given entirely to the truth to be expressed. This is not the case where lines are used. When a change is necessary in order to keep up an interest in the work, very short lines may be used, and these put in the form of crosses and stars. As the pupil progresses, these crosses and stars may be so placed with respect to each other as to form very pleasing figures; and in this way, while the eye is being trained to see, and the mind to judge of position, distance and direction, the taste is cultivated. Children soon get an idea of the principle upon which these figures are constructed; and I have seen some very pretty figures of their own design. In this work they should be encouraged; and set times should be devoted to this exercise with the view of developing the inventive faculties.

There should be an occasional exercise in Drawing from memory, after the example selected has once been drawn from sight. This is a valuable means of strengthening the memory for form.

By such exercises as I have suggested, the cultivation of the eye and the hand, the improvement of the taste, the development of the inventive powers, and the strengthening of the memory for form, may go on together, and the study be made the means of *improvement* as well as *amusement*.

In referring to the course and method of instruction appropriate for the Drawing Schools which it is proposed to establish, I would suggest that the course of study should begin with the drawing of lines, angles and plane figures. The objects aimed at in this practice should be, discipline of eye and hand, cultivation of taste and the strengthening of the memory for form. To secure these objects, the pupils must be required, in executing their work, to depend upon the eye and hand alone. The subjects given them for study and practice should have as much beauty in them as circumstances will allow. The drawing of examples from memory, after they have once been drawn from sight, should be frequently practised. The examples used should be lithographic drawings.

It is a favorite notion with many, that, in learning to draw, pupils should begin at once to draw from objects. It is said that, in drawing from printed examples, they are allowed to make line for line, and

dot for dot, without a why or wherefore. This is often true, perhaps more frequently true than false ; but this is an argument against the *abuse* of examples, not against their *use* ; and if carried out, would do away with all text-books, for all are abused. In training the eye to see, and the mind to judge, of the length and position of lines, and of the relation of lines to each other, examples have a decided advantage over objects. It is this. In the use of the former, the pupil has the means of determining to a certainty whether his work is right or wrong, and, if wrong, where the error lies and in what it consists. This he cannot do in Drawing from objects ; and since, in Drawing as in everything we undertake, our progress depends upon being able to discover and correct any error we may make, the advantage of printed examples over objects, at this stage of the pupil's progress, must be apparent. Again, when the pupil is prepared to commence the study of solids, there is no way by which he may so readily become familiar with the applications of the principles of perspective, as by the proper use of well-drawn examples ; and it is the *only* means by which he can gain an acquaintance with the mechanical operations of Art. Learning to draw would indeed require some *special gift*, unless one could learn something from the experience of others.

As soon as the pupil is somewhat familiar with the laws of Nature and of Art, and can give a reason for all he finds in the examples given him to study and imitate, he should be set to drawing from objects in connection with examples. Here, again, the pupil should be required to draw frequently from memory. By adopting the course suggested, the use of examples may soon be dispensed with altogether, except to refer to occasionally as a means of assisting the pupil out of any difficulty he may not be able to master alone.

Just how much time should be devoted to Drawing from objects in these schools, depends upon so many circumstances, that it is impossible to fix any limit in advance. As the mechanic will find frequent occasion in his business to represent forms as they appear to the eye, sufficient attention should be given to this branch of the art to enable him to draw any simple subject with a good degree of accuracy.

The next step in the pupil's progress should be to learn the use of instruments. He should be taught how to construct all those mathematical forms that are of use in the practice of Art ; and, following this, he should be taught to draw plans, elevations, and sections of buildings, machinery, &c.

Pupils should be kept in classes as much as possible, so that the time of teacher and pupil may be economized. Anything that may be said in favor of class-teaching, in any study, applies equally well in the study of Drawing.

As to the casts, models, patterns, and other apparatus necessary to be supplied, I may say, no extensive collection will be needed. A few hundred dollars will abundantly supply all their wants for the present. An Art library should be connected with these schools. An institution of this kind will exert an influence for good.

In relation to the organization and supervision of the proposed Drawing Schools, I would suggest, as very desirable, that none but the deserving be received as pupils, since there will not be room for all. To secure a good class of students, applicants should be required to bring a certificate from their employer, or from some responsible person, certifying that they are persons of good habits, and that they will be likely to make good use of the advantages offered. One teacher will be required for every thirty pupils. No one can do anything like justice to a larger class. Those who have the supervision of these schools should have the power of conferring some token of honor on those who shall have made good progress. This might be in the shape of a certificate; and, coming from such a source, it would be of value to those who may receive them, in many ways.

As to the best means of promoting an interest in the subject of Art-Education among the people, I would propose, at the close of every quarter, or at the end of each school year, to have a public exhibition of the work done by the pupils. This should be held in some hall conveniently located, and be free to all. Special effort should be made to secure an attendance of the working-men. What they may see will be a topic for conversation in the shop and factory for weeks, and many will be inspired to do something for themselves, who otherwise would never think of self-improvement. During the exhibition an evening lecture should be given upon the subject of Art-Education.

Another means of awakening an interest in this subject is the publication, in the journals of the day, of good common-sense articles in relation to it. Much may be done by giving it a prominent place in our Teachers' Conventions; and those who stand at the head of our educational institutions may aid the movement by giving it that attention, in preparing their reports, which its importance demands.

In conclusion, I propose that there shall be connected with these schools one or more Training Schools for the education of teachers. I think this is a matter of great importance. There are many who are able to draw, but there are very few who are thoroughly competent to teach the art to others.

Respectfully submitted.

WM. N. BARTHOLOMEW.



## MR. WOODMAN'S LETTER.

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[From Prof. JOHN S. WOODMAN, of Dartmouth College—Chandler Scientific Department.]

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DARTMOUTH COLLEGE, CHANDLER SCIENTIFIC DEP'T, }  
January, 1870. }

To the Hon. D. H. MASON, and others, *Committee of the Board of Education of Massachusetts.*

GENTLEMEN:—I have only time to answer briefly and hastily the questions proposed, and I reply rather from my great interest in the subject than from any hope of adding to the more carefully arranged and valuable views of other able and experienced teachers who will advise you.

1. The advantages of culture in Drawing are great, aside from artistic production. The training of the arms, hands and fingers for any sort of work—the eye to see and the mind to perceive and comprehend; the power to express ideas by Drawing for all the ordinary business of life; the aid in the school-room to all other branches of study; the culture of the power of attention, order, arrangement and the sense of fitness and good taste, and for rational occupation and enjoyment;—these are enough to indicate its exceeding value to every person, aside from all special artistic work. It looks towards every pursuit, duty and relation of life. The practical utility of training in the elements of free and instrumental drawing, to every person whomsoever, is not second to that of any other subject of common school education. It is, moreover, the only foundation for high success in the industrial and fine arts. To speak of a single topic—the culture of the general and the creative imagination, exercised and trained by Drawing; it would wake up and stimulate all the other powers and faculties in a wonderful degree, increase greatly the products of every industrial activity and the enjoyment of tasteful and artistic work, and multiply all the powers of arrangement and invention. I do not hesitate to say, that over and above the general social elevation and the increase of enjoyment, a proper training in Drawing of ten or fifteen years, in many a town in Massachusetts, might double the industrial efficiency, and put two for one on account of this influence. But a view of all the advantages of drawing would tax your patience, and, to be fully understood, require some degree of the very training in which we, as a people, are so deficient. The whole community need to be trained so as to feel the deficiency and enjoy and desire artistic products, before Industrial

Art or General Art, can be placed on an elevated and permanent basis. Therefore I know of nothing now so much needed in education as Drawing.

2. It is more difficult to indicate the best course and methods of instruction appropriate for the objects in view. Time, experience and honest effort would develop what is requisite. The English, French and German mind is so different from the American, in respect to dependent, obedient action in accord with long-settled institutions and methods, that I doubt the highest success in this country of the same methods which are the best for them. The American youth needs to be directed, encouraged and stimulated to train himself, and so retains some considerable element of his own conscious individuality. This gives our people an impulse from within,—a versatility, a power and efficiency, nowhere else found; and, with a broader and more solid general education, would be much more conspicuous than it is. But there is no doubt the methods and experience of the European schools, where this culture has so long been prominent, are of great value for our study and readjustment to our own necessities. The culture is broad, and requires attention during all the school life. A few months' of time is worth something. But what would be said of a few months training only for a musical education? And yet Drawing looks practically towards every pursuit, duty and relation of life, in addition to its power in art, to which field music is mainly confined.

The shortest and best way is to begin at the beginning, and teach Drawing in the schools like any other primary, fundamental branch of education—both in the public schools and in special schools—and to begin with the first elements of the subject, just as in reading and writing you would begin with the alphabet, and so on. There is no other rational way. Unsound, fanciful and deceptive notions about the subject should be corrected. It is to be understood—and I fear there is a very common misunderstanding—that the whole culture tends to produce a means, an instrument, a facility, a language, for use in every practical and common, as well as in every higher and nobler way, and does not of itself supply the want of other culture and other knowledge. Let not the student be disturbed for a moment in his confidence in the value and necessity of sound learning in all the other branches of study, already amply provided for by the Commonwealth. Let him feel that this branch is mainly to give him a new language and power for all purposes, and especially for daily business and industrial work—the same that reading and writing give to the literary man or the merchant, enabling him, with vastly more facility, to use what knowledge he has, and to possess himself of what he has not.

How many a youth, pleased with the idea of learning Mechanical Drawing, as he terms it—meaning, probably, Drawing made exact and nice by instruments and other mechanical aids, or Drawing for mechanical purposes, or both (for the expression has not as yet a very exact technical usage),—and after spending much time, has found out that to become a good mechanical draftsman he must know mechanics, natural philosophy, mathematics and all the rest; that merely Drawing for a lifetime would no more give great ability, power and value to his services in that line, than mere penmanship could give him power to write a Hamlet or a Paradise Lost. Again, false views of what makes a great artist are injurious. It is too common a mistake to think it genius and skill in artistic execution; and the young man learns too late that greatness, truth and power are in the man's soul, and put there mainly, under God's guidance, by his own honest, faithful and laborious expansion of all his native powers, by every sort of best and noblest training and hardest experience, and not by any facility in his fingers or happy instinct in adjusting lines and hues. What man does not know, and cannot comprehend and feel himself, he cannot powerfully express.

The work to be done is Drawing, which might be understood to include Free Drawing and Instrumental Drawing. The Free Drawing, the work with whatever material or color—whether with pencil, pen, crayon or brush, used with the unassisted hands and eyes, and covering the whole range of subjects from the lowest to the highest. The Instrumental Drawing, work of whatever kind made even, rigid and exact by the use of the ruler, drawing-pen or any other aid than the mere pencil or chalk. This latter to be taken up in the higher schools only. The first is much the larger and more important, and requires little else than paper and pencil. The second is soon accomplished after the first, but not before, and requires drawing-boards, T rulers and a variety of other instruments. The second should cover Drawing for geometry, descriptive geometry in all its branches (the orthographic projections, spherical projections, perspective, shades and shadows, &c.), topography and mapping, Drawing for carpentry, engineering, architecture and machinery. In both the Free and the Instrumental, the practice should be from flat copies, from the objects, and from inventions and designs by the students, and perhaps, to some extent, in time, looking towards special artistic industries—as decoration, the manufacture of porcelain, of furniture, of textile fabrics, &c.; though there is some question in respect to these latter, whether the interests of private manufacturers, the intelligent activity of Art-associations, and the influence of our many able and cultivated artists, would not better accomplish this more special artistic work, after such

a foundation as I have indicated. But there is time enough to consider that question while the public interest and the public training are being made sufficient to afford a basis for reasonable success.

3. The models, casts, patterns and other apparatus necessary, need not, at first, be numerous or expensive, and can always be readily obtained. A large collection might stimulate a transient interest in the public mind, but a few are better for the student. The principal thing is work—patient, regular, long-continued, persistent work by each student. Without this, all the rest amounts to very little. The principal agency in effecting this, in every school and class, is the directing, encouraging and stimulating power of an intelligent teacher. Here will be the great difficulty at first. But all good teachers may soon learn to do this work, whether they have special skill in drawing or not. After the subject is once well started, teachers will begin to get a proper understanding of the scope, purposes and methods, and to work in this line with as much confidence and success as in arithmetic or any other elementary subject.

4. The organization and supervision, in detail, would require large knowledge, with judicious observation and experiment. No judgment beforehand is sufficient. The first public movements had better be simple and few. There could be no harm in allowing Drawing to be made a required daily study in any public school, whenever the committee, with the State agent or supervisor, should agree that it was judicious to begin the instruction; and that such decision at first depend on the facts of the general interest and wishes of the community about it, and upon the ability of the teacher to produce good results; and that the work be not encouraged unless there is a disposition to give at least twenty minutes every school day to Drawing (or about double that time to Drawing and writing together), for the whole school, for a full year. The aim should be to make Drawing gradually, in five or ten years, in every school, a fundamental, elementary, required study; to fall into its place, in the present excellent school system of the Commonwealth, without complicating the system or increasing its cost. It would be a most valuable work to establish also free Drawing Schools in the larger towns and cities, at first under the same general conditions, except to require at least ten hours' work per week, a part of the time in the class and a part at home, for six months in the year. After a time, these might be required by law in every large town and city. I have great confidence that these, well managed, would in time so interest the many now seeking frivolous or unworthy amusements in their hours of leisure—so awaken their powers and open the way to a more ready use of all their knowledge—that they would be stimulated to useful and valuable acquisitions in many other directions,

and find new resources in pleasant occupation, and new safeguards against temptation, to say nothing of the value of the culture itself.

An agent or director of Drawing, with moderate means and ample powers, would be necessary, for a time, to supervise and shape the whole undertaking. Many successful teachers for this elementary work, even among our highly cultivated and able artists and draftsmen, cannot be found, or cannot be induced, to take up this sort of teaching. So the first thing is to encourage and train teachers in this subject. It can be done, as well as in any other subject; and why it is not already done, is because the necessity for it has not been recognized and felt. The Normal Schools might soon prepare every graduate for the work. For a time there would be need of a few special training schools to prepare teachers. Also much might be done by short Teachers' Institutes, two or three times a year, given to this special work, held wherever a community would require Drawing taught in the schools, and require all their teachers to attend such an institute for two or three days at a time, and where a sufficient number, say thirty to sixty, could be brought together at once under the direction of the State supervisor. This would help to make a beginning in the schools, and prepare the way to a growing interest and culture, and in time to an ample supply of successful teachers.

5. Interest in Art-Education would be promoted by disseminating sound views, and calling attention to it in all ways—by the press, by public lectures, by Art collections and museums, by associations, by Drawing schools, and by Drawing in all the schools. The great agency will be the quiet and efficient training and work in the schools—both in the common schools and the special schools. This will bring all the solid, abiding value, and all the interest that belongs to the subject, into the culture of the people, and with it the active enjoyment of this noble training, and also a grateful sense of relief from our present deficiency, and satisfaction at the removal of such an obstacle to our higher industrial and social condition.

A wise adjustment of all these questions will call for the best judgment of the many able educators of Massachusetts, and all the skill of an intelligent supervisor. And whoever shall aid to establish permanently, upon its proper basis, such a great and beneficent culture, will deserve the esteem of a public benefactor.

Very respectfully,

JOHN S. WOODMAN.

## MRS. DICKINSON'S LETTER.

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[From Mrs. J. W. DICKINSON, Teacher of Drawing in Westfield Normal School.]

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Drawing has been slow in gaining a place among the branches of a common school education. The truth has been at last forced upon us that we have made a grave mistake in excluding Drawing from our courses of study. If it has not been entirely excluded, it has, at best, been regarded as an accomplishment, to be acquired only by a few, having abundant time and talent.

Those who have given any attention to the subject, have done so for the sake of the pictures they could make, rather than for any discipline they could derive, or for any help they could obtain for other study.

These errors have not been made in the matter of Drawing alone. We study too much for what we can *do* with knowledge, rather than for what we can *become* by means of it.

As a consequence of this, we find ourselves disappointed in the results of the application of our boasted system of education. We have thought that the universal diffusion of knowledge would give us a nation of scholars; but now that the experiment has been fairly tried, we find ourselves very far from this result. Looking for the cause, we find that our schools have done little or nothing in the way of training the powers, either of body or mind. Following out this idea, our attention is called to the subject of Drawing as a means of culture.

The question, "What are the benefits to be derived from Drawing?" is a difficult one to answer; for while many of these benefits are readily seen, not escaping the eye of even a superficial observer, there are many others, of which even those who practise Drawing are not conscious, and which no one will see unless he has a class of pupils and watches the effect of their work upon them.

Perhaps I cannot give my own idea of the advantages to be derived from the study of Drawing in a better way than by describing a course for our common schools, which, from my own observation and experience, I consider well adapted to secure the best results of this study.

First, what shall be our aim in teaching Drawing? Plainly, not to make artists. If this were possible, it would not be desirable. The most we can do in this direction is to give marked talent, where it exists, an opportunity for development. If any pupil finds himself possessed of the talent and the love for Art which shall lead him to

make it a life-study, he will thank us for the training which first awakened and gave him a right direction at the start.

Again, our pupils are not to work for the sake of the pictures that may be made. Every teacher of Drawing in this country has been obliged to contend with this false notion, and it will be a happy day for us when the notion is banished.

Our aim in the common schools must be to give the pupils, throughout their course, such a thorough training of the hand and the eye that they will, in the end, be able to represent readily and accurately the form and appearance of any object. This is the *aim* in Drawing; but so many other advantages result from the training in this branch, that it is doubtful if the incidental advantages are not quite as valuable to the pupil as the end sought.

By the *training of the eye*, we mean such constant exercise of the powers of comparing and judging, that the forms, distances, directions and positions of objects can be estimated with unerring certainty.

By the *training of the hand*, we mean such constant exercise of the muscles used in giving expression to these estimates, that the hand will obey the will with readiness and precision.

The *course in Drawing* should be divided into an elementary and a scientific course.

The elementary course, beginning with the first teaching in the primary schools, should embrace exercises in lines, straight and curved, and their application in the representation of simple objects. I would confine the outlines to the front view of the object, with no attempt to represent thickness or shadows, except by the strengthening of some lines, which will, if rightly done, impart the first simple ideas of light and shade, give something of relief to the drawing, and increase its beauty.

When sufficient facility has been gained in the drawing of outlines, from the objects themselves, from memory, and from the drawings of others,—for I would have my pupils able to copy, as well as to make drawings of their own,—they will be ready for the higher course, which will begin with the Laws of Perspective, so simply and attractively presented as not to confuse or discourage the pupils. They will then be ready to practise the drawing of objects in any position, also to study shading and shadow; and this may be followed by Mechanical and Industrial Drawing, if there is time for them.

Throughout the whole course, the work should be alternately on the blackboard and on paper. The object of drawing on the blackboard should be to attain the power of rapid Free-hand Drawing.

No other practice so surely gives freedom and boldness of execu-

tion, and no power is more valuable as an aid in explanation or illustration.

The class standing at the board are first shown the proper manner of holding the crayon,—are shown what muscles are to be used, then these muscles are exercised. Gymnastics may be used with advantage in Drawing, as well as in other branches of culture. The pupils are then required to place the crayon firmly on the board. On removing it, a mark is found. This mark is called, in Drawing, *a point*. Placing the crayon again on the board, it is moved. The result is *an extended mark*. This we call a line. We next teach with care what constitutes a good line in drawing on the board. On this point the class will need patient practice and careful criticism, day after day, as we proceed in our course.

We ask the pupils to make a line of a certain length and direction. Let it be measured and tested. It will probably be found faulty in length, direction and quality. This will prove to the pupils the need of the training of the hand and eye which we are now to give them. Lines may now be drawn in different directions and tested with a rule which should be used *only* for testing. I would have the course in lines partly inventive, as this gives exercise to the ingenuity, and also cultivates independence in drawing. I would not, however, confine the work entirely to exercises of this kind. More interest may be given, especially to young pupils, by providing them with slender sticks or slats, requiring them to make combinations with a given number, always making a limit, as this gives more exercise to the ingenuity, and also renders the work more definite. Such exercises lead directly and naturally to drawing from objects.

Each lesson should afford new work. One exercise should lead naturally to another, the combinations and designs becoming gradually more complicated and more interesting, using angles, triangles and other regular figures.

Daily exercise in concert drawing should be given. These should consist of a review of some part of the lessons of the previous day, and careful preparation and practice should be required of the class.

The same concert exercises may sometimes be repeated for several days, the drawing becoming more and more rapid. By such exercises, rightly conducted, the habits of attention, promptness, care, neatness and accuracy may be cultivated.

No opportunity should be lost for cultivating the taste by contrasting beautiful forms with those that are ungraceful and without symmetry. Even in the simple combinations of a few lines these marks may be readily pointed out, and the pupils will soon learn to detect



faults in these respects themselves, and to avoid them in their own work.

A part of the practice every day should be the measurement of lines and spaces by the eye and testing by the rule, dividing lines into equal parts, making regular figures of a given size, and also the representation of simple objects placed before the pupil. A slate, a pane of glass, a window, a door, and many other objects at hand, will furnish subjects for this practice.

The pupils should be required to observe objects with reference to making drawings of them from memory. This will be found to be one of the best exercises for cultivating habits of observation.

This practice in Inventive Drawing, and in Drawing from Objects, should continue until straight lines can be drawn with readiness and precision. A similar practice in curves then follows, giving still better opportunity for training in free, bold, sweeping lines. The combinations and designs in curved lines will be much more varied and graceful, and the simple objects to be represented are numerous and convenient for use,—a cup, a vase, a basin, a pitcher, &c., &c. Then will follow naturally the drawing of leaves, flowers and animals.

Many persons object to the drilling in *lines* as tedious and useless. If we practised Drawing merely for the sake of the pictures, it might be so; but our aim is *to train the hand and the eye*. And my own experience has convinced me that this can in no other way so quickly and so surely be done. That it requires *patience* should be in its favor rather than against it; we shall be none the worse for culture in this direction, for, as a nation, we are wanting in this virtue. In Germany the practice in Drawing of this kind is continued for years rather than for weeks, and the results are seen and acknowledged when we go to the Germans for our designs, our engravings, our maps, and for whatever requires a trained hand and eye.

It will be readily seen that these elementary lessons in Drawing form a valuable auxiliary in the study of other branches. The earlier lessons are lessons in arithmetic and in geometry; the later, in botany and in natural history; while every line in Drawing helps to excellence in penmanship.

Alternating with the lessons on the blackboard, a similar course is given on paper, with this difference, that the instruction is given personally, so that those who are able may go on more rapidly than others.

The object of the work on paper is to attain nicety and precision, together with flexibility and firmness of touch.

The position of the body and of the paper and the manner of holding the pencil must receive careful attention. Every combination

and design should be first practised till the teacher is satisfied with the work; then a careful transfer should be made to a book or to paper for preservation.

In representing objects on paper, a light sketch should first be made, and directions for partial shading should be given. A few lines, and *lines only*, should be used in shading. No "scrubbing in," or even blended shading, should at present be allowed, and every touch should have a *meaning*.

Sometimes a good lithograph of an object similar to the one sketched may be put into the hands of the pupils as a study, for the formation of a good style. Occasionally one may, with advantage, be copied by the pupils for the same purpose; but these studies should be selected with the greatest care, as, from the mass of cards and books furnished us, only a few are of the least use in Drawing, and very many of them are much worse than useless in the hands of the pupils. Alas for the teacher who is compelled to depend upon cards or books or charts in giving instruction and training in the Art of Drawing!

A long time may profitably be spent in the sketching and partial shading of the front view of objects; and when considerable facility has been gained, the pupils will be ready for the course in Perspective. These lessons may be made the most simple and delightful of all lessons. Step by step, with ever new pleasure, the pupils may be led along, working out problems and applying the principles learned to the representations of objects about them, till they have learned all they will ever need to use of the rules of Perspective.

Some teachers deem it better to lead the young pupils to represent at once the thickness of objects from observation, without waiting for rules; but wherever I have seen this done, the perspective has been decidedly faulty, and these faults, often repeated, afford a bad training for the eye, which should be accustomed to accuracy in all the work done.

My own observation leads me to choose, decidedly, to leave all perspective representations till they can be made by rule and measure.

I have thus given a course in Drawing, which, in my own experience, I have found efficient in the training of classes in the Art of Drawing.

MRS. J. W. DICKINSON,

*Teacher of Drawing in Westfield State Normal School.*

## MR. BARRY'S LETTER.

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[From CHARLES A. BARRY, Instructor in Drawing in the Public Schools of Boston.]

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Nature, presenting objects to the uncultivated eye, hides their lines. Place a child or any uneducated person before one of the simplest solid forms even, and only the solid body, as a definite shape, will be seen. Its different lines and angles, with its curves, if there are any, will make no impression whatever on the mind of the beholder. Hence it follows that the eye of the uneducated person and that of the child do not see correctly.

I desire to prove this, and in order to do so must distinctly assert that *ordinary* sight is very poor sight, and that *correct* seeing can only come by the most careful training of hand and eye.

By correct seeing, I mean that active investigation of the eye which enriches the understanding, and gives perfectness and durability of the ideas of external things to it. It is that sight which keeps the soul alive to, and comprehensive of, the eloquent languages of Nature and of Art.

Ordinary seeing is emphatically, in an artistic sense, but a little more than almost total blindness; and, will it be believed, that multitudes of men and women have no conception whatever of the way even by which they see things? I would like to ask how many people there are—(readers of newspapers, for instance)—that can truly describe the process by which the image of an object is conveyed to the brain, or begin to tell why only one image of anything is seen by two eyes?

The fact is, American education in this matter of properly seeing things has been altogether defective. Every child should begin to draw when he begins to write; and I would impress it again and again upon the minds of parents and teachers, that teaching a child to draw means more than all else teaching it to *see correctly*.

If it is asked, of what use in common life is the artistic sight, I answer, it is of inestimable use, inasmuch as it tends to improve the intellect of the masses, purifies the tone of their moral character, ministers to one of their deepest needs, and constantly adds to their well-being, especially to the well-being of the industrial classes, by giving increased perfection to the products of their industry, and by saving them many a hard-earned dollar that now has to go to the professional draftsman. Go wherever you please about the country,

into any community, and you will not find a dozen mechanics who can make even the most common-place sketch for any sort of work. Builders, masons, carpenters, cabinet makers, ship-builders, millwrights, blacksmiths, jewellers and inventors are obliged to communicate their wants (if they need pictorial delineation for their productions) to some one who can draw, and that some one can scarcely ever be found out of the very largest cities.

Such a state of things should cease at once in American civilization. Elementary schools for the cultivation of Drawing should be immediately established and kept in a flourishing condition, and in a very short time they would prove themselves to be vast sources of improvement both physical and intellectual to those who attended them.

Moreover, the nation would gain by them, as other nations have. And I urge the proper study of Art as a national benefit,—not the art of pictures and statues, but the art of design,—the art that increases the adornment of the objects of our daily wants. Are we not bound to advance any scheme that will add to our honor? Do we not know that æsthetic development has not begun in our manufactures? Where, in all the world of taste and cultivation, would an American fabric, claiming to be artistic in its design and execution, sell? France would not look at it. England would not harbor it. Prussia would laugh at it. As to the French, in this connection, let me say that in all those manufactures of which taste is a principal element, they are far in advance of all civilization; and why? Because the eyes and hands of all classes have been duly trained in Schools of Design. In France, children begin—almost with the commencement of their eating—to learn to see. If you doubt this, ask the first French boy you encounter in the Louvre to tell you what constitutes the difference between Ingres and Corot, to make you a sketch of Milo Venus, or one of the prancing horses at the entrance of the Champs Elysees. Ask him to draw you a tangent to an ellipse, or to find the true apex of a pyramid in perspective, to make you an acanthus leaf, or an ornamental scroll for the corner of a shawl; and then take him into the gardens of the Tuileries, and set him to telling you the characters of the flowers there, and the value of their colors in a chromatic scale. Go to England—the English boy is on the track of his French neighbor. He will quote Ruskin to you by the hour, show you the beauties of Turner and Stanfield, draw lines for you as firm as Gibson's, design a water-gate or a wind-mill, and catch him if you can on curved surface or shadow-plane.

So should it be, so I hope it will some day be, with the American boy; for now, notwithstanding all our bragging in respect of our educational systems and our American Art, he is by far too often dis-

gracefully ignorant of the simplest rules of pictorial representation. Why can we not help him? Why can we not improve his eyesight, and teach him to draw, and so ennoble him for life?

Setting out from this point I might show how men and women may be benefited by the study of Elementary Drawing, and how thoroughly essential the study is to general education. Here in America the masses scarcely ever look below the surface of anything, so it is not to be wondered at that not one person in ten among them can tell what a straight line is, nor one in a hundred put a circle in true perspective. Let us make our education sound in this respect hereafter or talk no more of our æsthetic culture, keeping ever in remembrance the saying of that old English poet, "A boy is better unborn than unbred."

Now, let it be at once understood that what every person sees is determined beforehand by the condition of the mind.

Here is one who will look for hours upon children at their play and see only flesh-and-blood copies of himself; but there is one, who, looking upon the same scene, will frankly admit a deep consciousness of inability to see the half of what he knows is there. The first can only receive common perceptions of form and beauty; but the second will see spiritual loveliness and endless grace, exquisite shapes of saintliness, and great wealths of color. The images painted on the retina of the eye of the first are as true as those received by the eye of the second; but intellectual comprehension is altogether wanting.

The education of the eye in æsthetic study must closely precede the education of the hand, and the mind be kept perpetually awake to the consequences of every line drawn.

Mental perception must be at once trained to acquire the true character of straight, curved and broken lines, then of their combinations and their relations to each other, or to a complete figure.

The steps of education in this matter of artistic sight admit of no deviation; they go from a mathematical point, physically expressed, to a straight line, which is a succession of points; from a straight line to an angle, from an angle to the simplest geometrical figure, from simple to complex geometrical figures, from them to a solid cube, from a cube to parallel perspective, from parallel to angular perspective, at which point the student will begin to see how blindly he has always groped his way. He will now commence to understand the true proportion of things and their true relations to each other. Multitudes of beautiful forms will appear to him, and he will almost feel the enlargement of his better being in the contemplation of them. Whole fields of enjoyment will open to him, and he will walk among men a nobler and a holier man. God's glory of the sunset—all of

the divine offerings in the natural world—will be his while life lasts, and when the white veil of flesh standing between him and his hereafter falls away from him into the bosom of demanding earth, Memory will keep her seat in the mysterious Intelligence he calls his soul, and hold them sacred to him forever.

And now in regard to teaching children and young persons to draw. I might expatiate a week upon the subject, and still find somewhat to say in favor of it.

Of the utility of Drawing as a necessary branch of education, there can be no question. What words are to language, lines are to form; the first make the speech of the tongue, the second the speech of the eye. The language of the tongue is not universally the same; but that of the eye is intelligible to all, in all countries alike. It would take me a long time to enumerate the branches of human industry to which Drawing might be successfully applied. I can only say that the possession of a skill to draw adds a new power to the possessor. See what Locke says in his *Thoughts on Education*: “when he (the pupil) can write well and quickly, I think it may be convenient not only to continue the exercise of his hand in writing, but also to improve the use of it further in drawing.” Correct Drawing, and a facility in making objects representing them, or giving expression to ideas, may be acquired by all. The chief art of learning anything is to attempt but little at a time, and children, young persons and old ones can be carried easily, and with infinite pleasure to themselves, from straight lines to pictures of flower-filled valleys or mountain ranges.

Neither is it expected that *artists* will be made of any of them; for the acknowledged king of authorities on all æsthetic matters truly says: first, you must find your artist in the grain; then you must plant him; fence and weed the field about him; and with patience, ground and weather permitting, you may get an artist out of him—not otherwise.

CHARLES A. BARRY.

## DR. BARNARD'S LETTER.

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[From Dr. HENRY BARNARD, late Commissioner of Education, Washington, D. C.]

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OFFICE OF EDUCATION, }  
WASHINGTON, D. C., Jan. 4, 1870. }

MESSRS. D. H. MASON, JOHN D. PHILBRICK, G. G. HUBBARD and JOSEPH WHITE,  
*Committee, &c.*

GENTLEMEN:—To the several topics of your communication of December 27th ult., I reply as follows:—1. In respect to “the advantages which might be expected to result from the contemplated instruction in Mechanical or Industrial Drawing;” for thirty years I have advocated the introduction of Drawing, as a regular and indispensable branch of study in public schools of every grade, as a part of general as well as special culture, for the training of the eye and hand, of the conceptive faculty, and the appreciation of the beautiful in Nature and Art. If we are ever to have a system of Industrial as well as of Art education, or if any provision is to be made for the future occupation of the mass of our pupils in the public schools, *Drawing must be introduced as the very alphabet and key to the whole scheme.* No one power, after the ability to read, write and cipher, can be made more pleasurable and useful, both in its acquisition and manifold applications. No acquisition can introduce its possessor more directly into the region of the beautiful, the true and the good, both intellectually and morally, or prove so directly useful in every mechanical occupation, and in the work itself of instruction in natural history, natural science, geography and other studies.

2. “The course and methods of instruction” in Industrial Drawing must depend to a great extent on the class of schools into which it is to be introduced; although the first principles are as applicable to one school as to another. Your inquiries, addressed as they will be to practical teachers in different parts of the country, wherever a beginning has been made in this department,—to the Professors of Drawing in the School of Design of the Lowell Institute, and in the Institute of Technology, Boston; to Professor Woodman of the Chandler Scientific School of Dartmouth College; to Professor Gladwin at the Worcester Technical School; to Professor Bail in the Hartford and New Haven Schools; to the Professor in the School of Design for Women of the Cooper Union, New York; to the Professor of Drawing in the Public Schools of Cincinnati, and other practical teachers,—will secure responses which will at least give you the

results of the experience thus far reached in our own country. But, as the subject is new with us, we can profitably turn to the schools and the experience of other countries, and learn how the problem of instruction in Drawing, both in its introduction and in its modifications to adapt it to the different industries, has been solved. To aid you in this branch of your inquiry, I will send you, as soon as Congress shall take action on its publication, a "*Special Report on Scientific and Industrial Education ; or an account of the Systems, Institutions and Courses of Instruction on the Principles of Science, applied to the Arts of Peace and War.*" In this document, a volume of 800 pages, you will find schemes of Industrial instruction in different countries, and in more than one hundred schools of different kinds and grades, from the polytechnic to the Sunday and evening school and class. In all of these schools much time, through the whole course, is allotted to Drawing. You will also find in the same report, several extended and elaborate reports and programmes on this subject.

In the chapter on France you will find a very able report by M. Ravaisson, Inspector-General of Superior Instruction, in the name and behalf of a special commission created by the Minister of Public Instruction to consider the whole subject in its general as well as special bearings, its educational discipline and industrial uses. The suggestions and recommendations of this report were made the basis of the present system of instruction in Drawing, in all the Secondary Schools of France. In the same chapter, you will find the programme of instruction in this branch, in connection with a new course of study drawn up and prescribed by the Minister of Public Instruction, for all the *Secondary Special Schools* which have been established within the last three years, as one of the results of the governmental inquiry into technical education, as well as a valuable equivalent for the old classical training. You will also find the methods pursued in the government Schools of Art, the *La Martinière* at Lyons, the report and action of a committee of the municipal authorities at Paris with reference to the introduction of Drawing into all the public schools of that city, and the results of a conference of teachers and managers of Art schools from all parts of Europe, in Paris in 1869, on the methods and management of this class of schools.

Under the head of Belgium, where a system of instruction in Drawing in reference to national industries as well as to the fine arts, technically so called, has existed for a century, you will find the course prescribed for the Academies and Schools of Design, for the support of which the government makes an annual appropriation of over \$50,000, as well as that in the Industrial schools and apprentice workshops,



which are aided by the State and the local authorities, both municipal and provincial. For the encouragement of Art, this little kingdom of about five millions appropriated more than \$200,000 in 1868. For the advancement of this study of Drawing, both in the higher and elementary schools, a conference of all the directors and teachers of the Schools of Art was held in Brussels, in 1869, the proceedings and conclusions of which will be found in the same chapter.

In the chapter on Prussia, you will find the regulations for instructions in Drawing, drawn up by the Minister of Public Instruction in 1831, and revised and re-issued in 1863, "after taking the advice of the professors in the Royal Academies in Berlin, Dusseldorf and Konigsberg, and of the provincial academic Councils, and several teachers of long experience," in reference to the requirements of Art and Industrial education, for the different classes in all the Secondary, Polytechnic and Trade Schools in the kingdom. To this programme I have appended a valuable paper on the best plan of giving instruction in Drawing in common schools, particularly in Prussia, prepared by Dr. Hentschel, an eminent teacher and writer on education.

You will find much to interest and instruct you, not only in the special objects of your inquiry, but in the whole subject of technical education, in the chapter on Wurtemberg, a kingdom in which elementary education is more nearly universal than in any other country of the same population in the world, and in which a most thorough and comprehensive system of Scientific and Industrial schools is in actual operation, in addition to an excellent system of general public schools, embracing all classes, from the Infant school to the University. In this chapter I have introduced a special report of the Minister of Education, on the details and results of the plan of instruction in Drawing, introduced into all the popular schools of the kingdom—the common, real and trade schools—for the avowed purpose of bringing the mechanical and manufacturing industries of the country up to the standard of France, Belgium, Bavaria and other countries which had, of late years, done much for the artistic training of their workmen.

I would especially call attention to the manner in which the teachers of common schools of Wurtemberg are trained and encouraged, in order to give this instruction, both in their own and in what are called the *Trade Improvement* schools, of which there were (in 1868) one hundred and twenty-two in different parts of the kingdom.

The progressive development of Art and Science in England, since the first parliamentary action on Schools of Design, in 1837, down to the creation of the Department of Science and Art, in 1853, and the appropriation in 1869 for its service of £167,591; and the movement, not yet consummated, in behalf of technical schools, will suggest

many points of practical importance in your inquiry, in regard to the establishment of the same or a similar system of Drawing and Designing for manufactures in Massachusetts. This system, in 1869, included 107 Schools of Art with 20,050 pupils, and the grand total of persons taught Drawing through the agency of the department was 120,928. In the account which I shall present of the present state of this movement in England, so as to include special technical instruction beyond the arts of design, I shall introduce the testimony of many manufacturers and capitalists, as well as the observations of engineers and committees as to both the necessity of this instruction and the best modes of introducing and extending it, which may prove serviceable in any enlargement of your present plans.

3. As to "the models, casts, etc., necessary to be supplied," you will find in this report several lists of such as have been found most useful in similar instruction in the different European schools, and the modes in which they have been multiplied and furnished to the schools. Copies of all can be very cheaply obtained by application to the proper governmental authorities having charge of this subject, in Wurtemberg, France and England; and from them a selection can be made, adapted to the wants of your own State and manufactured under your own auspices, so as to be supplied to your public schools at cost.

4. The details of "organization and supervision" should be committed to a special committee, acting under the general direction of the Board of Education, of which committee the Secretary of the Board should be a member, and also one or more of the professors of this branch, who should be charged with the duty of frequent personal inspection and of furnishing information and aid in organizing classes, procuring teachers, and obtaining the necessary equipment.

5. "The best means of promoting," or at least an efficient means "of promoting among the people an interest in the subject of Art education," will be to make an exhibition of the results of this teaching, in one good school in each of the different counties; as one good school in a county will be the best argument that can be addressed to the people of other towns in the same county in behalf of the introduction of this new branch of instruction.

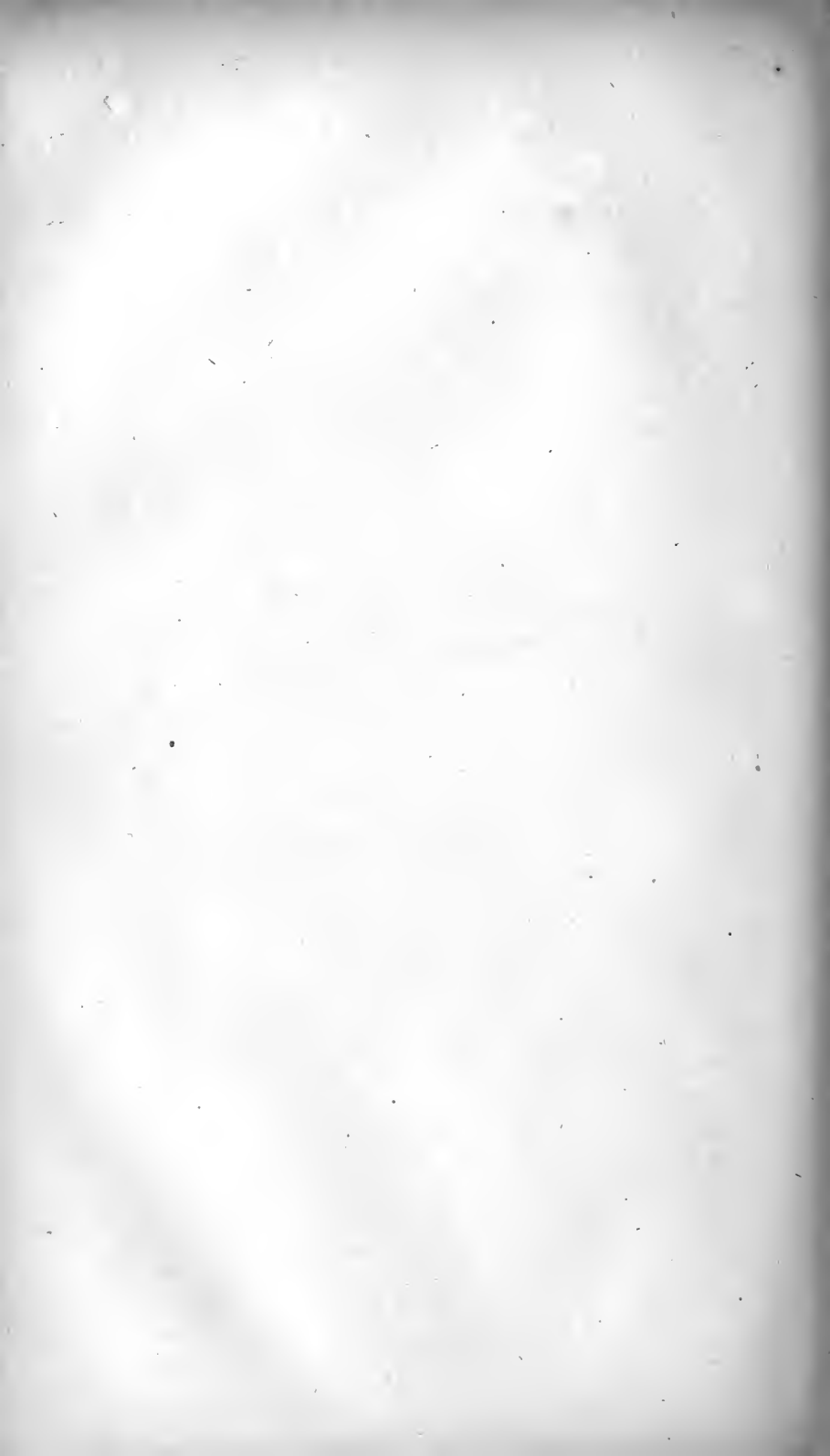
6. The success of the whole scheme will depend: *first*, on the selection of competent teachers; *second*, on the training of the students at the Normal Schools in the best methods of teaching Drawing; and for this purpose a special term should be given them for prosecuting the study, in addition to the daily practice during their connection with the school; *third*, the selection of the proper models, casts and patterns, which should be made by the State committee and fur-

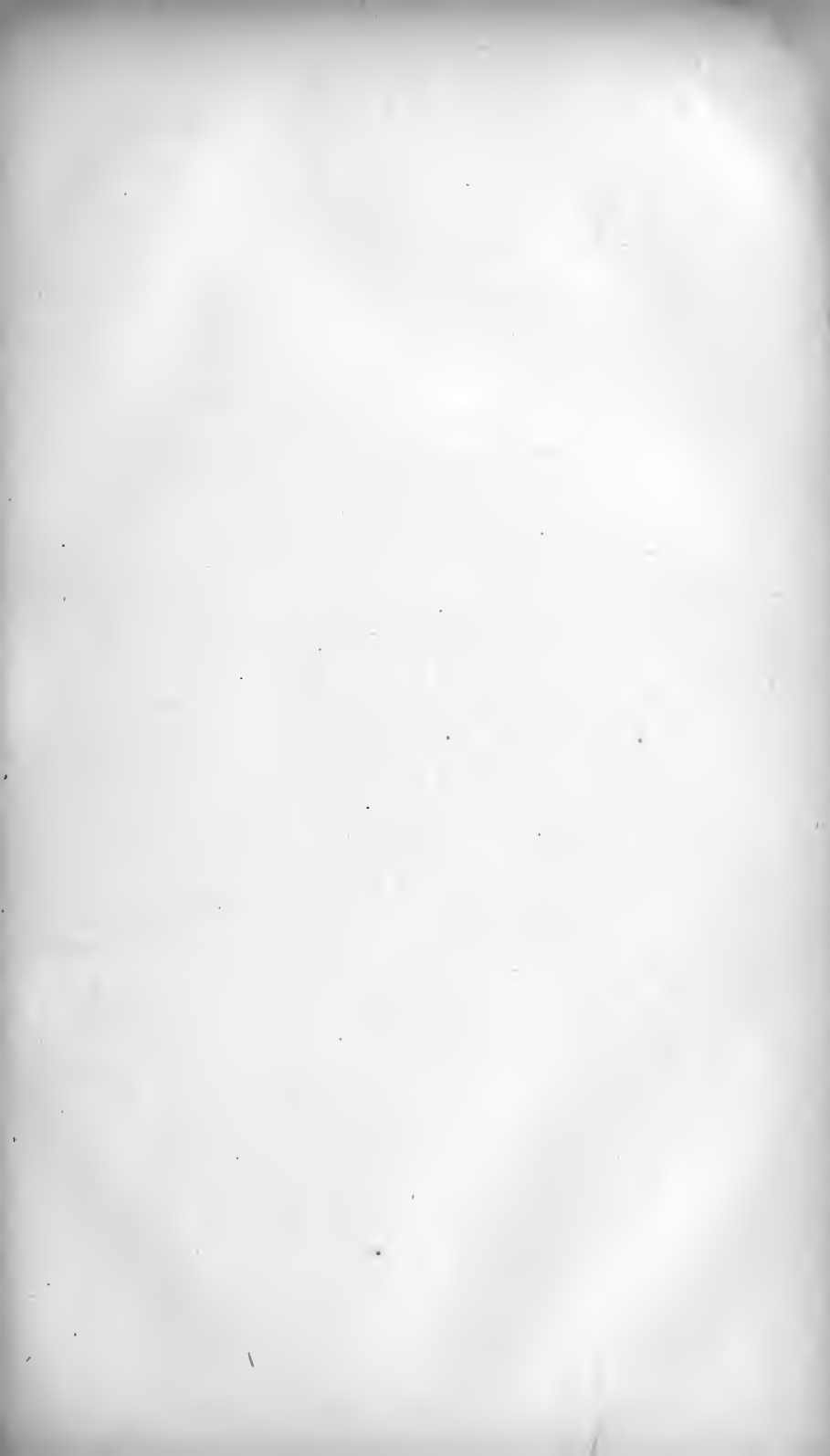
nished to the several schools without cost, or at least at a reduced price; *fourth*, an annual exhibition of the results of this teaching, at some central point in the county, for example, at the meetings of the Agricultural Societies, Teachers' Institutes, and County Associations; *fifth*, in frequent appeals, oral and printed, to the public on the relations of Drawing and instruction in science to the industries of the State; and finally in some central museum of Industrial Art in Boston, which, I trust, will ere long equal the *Conservatoire* of Paris, the Technological or Industrial museums of St. Petersburg, Berlin, and Stuttgart, and the South Kensington Museum of London.

Should you think the distribution of any of the articles or chapters in this Special Report, above referred to, will promote the object contemplated in your appointment, I shall be very glad to have them struck off for your use.

Very respectfully,  
Your obedient serv't,

HENRY BARNARD,  
*Commissioner of Education.*







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A B S T R A C T

OF

SCHOOL COMMITTEES' REPORTS.

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# ABSTRACTS.

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## BARNSTABLE COUNTY.

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### BARNSTABLE.

With the sum appropriated the past year, the committee have been enabled to give each school a length of eight months,—a most desirable improvement on the old system, as the larger and consequently more expensive schools have hitherto been sustained partly by private contribution in their respective localities. With that sum the schools, consolidated as they should be, and as they trust they will be, when angry discussions cease and the citizens of this ancient and honorable town become true to their best impulses, might be in successful operation nine months of the year.

By legislative action, the district system is abolished, thereby accomplishing the work for towns which they failed to do for themselves, after years of controversy and delay, yet with the cry of oppression and innovation from those blind to their own interests, and who will not look at the new moon from respect to the old. Thwarted in various ways by the action of the town, all efforts towards re-organizing and introducing improvements and reform make up-hill work on the part of the committee.

The system of graded schools has been tested long enough to know that it is the best system. The defects in the old are obvious to all reasonable minds, and notwithstanding the obstacles brought to bear against the new, a little surrendered, a little overcome, and individual selfishness giving way to the general good, the work might easily and advantageously be done. The school buildings now belonging to the town, with little expense would serve the purpose, and a more efficient course of instruction be promoted thereby.

It is to be lamented that the town cannot be aroused to its duty in providing a High School, to meet the wants of the more ambitious

and aspiring of its scholars. All attempts to conceal a backwardness in this matter are futile. As if to make the position more insecure, the town is liable at any time to be indicted for delinquency in this respect. Our portion of the State fund is rightfully withheld, and the stimulus which our scholars need by promotion is lost.

*School Committee.*—ASA E. LOVELL, CHAS. F. GEORGE, MARTHA L. WHELDEN.

### BREWSTER.

Our schools have closed their winter terms with an unusual interest generally. Teachers have taken great interest in that important branch, spelling, and giving definitions; pupils in return waiting eager, with uplifted hands, ready to spell; some whole classes spelling their words and giving definitions without being asked by their teacher.

*School Committee.*—ADNAH ROGERS, JOSEPH MCLLOUD.

### DENNIS.

*Attendance.*—With attractive school-rooms, free schools, acceptable teachers, and no obstruction visible, it is one of the modern mysteries that any considerable numbers of pupils should be found out of our schools during their sessions. Such we are informed has been the fact, in some localities, during the past year, where no objection to the teachers was urged in palliation of the neglect. This at first may seem “passing strange,” yet, like many other mysteries, perhaps a little study would dispel the strangeness, show us the cause, and suggest the remedy. Many things outside the school-room affect its interior workings and character. If unfavorable surroundings exist, it may be beyond the power of teachers and committee combined to make the schools as useful as they should be to those who do attend, or so popular as to attract those who do not. Scholars always note carefully the outside sentiment that prevails concerning the school. A careless, useless word of adverse criticism may acquire such momentum—especially if echoed by lovers of strife—as to invade the character of the best teacher or school, threatening serious harm. In most localities, it is easy to manufacture sentiment against the school; difficult to awaken a just estimation in its favor. Pupils that watch for the slightest pretext to dislike, and finally leave the school, need no special encouragement from the sources that are here indicated.

Parents, also, by neglect, by too low an estimate of the value of education, by mere carelessness, or for the most trivial reasons, suffer and encourage the absence of their children; and these are generally the very ones to whom our free schools are the greatest blessing,

and the ones also who can least afford to slight their benefits. We are led to believe, after some observation and experience, that the most visible causes of non-attendance in our schools are, criminal neglect in the home, on the part of parents, and a kind of criticism unfriendly to our school system, which to some extent prevails here as elsewhere, and which, while it works no good to any class, engenders an unkindly and inharmonious feeling in many minds against the improved facilities for education which have been secured by the town, at the cost of so much care, time and money. This, rather than any fancied defect in our system, explains the evils of which we are speaking. And seeing here the cause of these serious evils, the people must here apply the remedy. When this is faithfully done, culpable non-attendance will be only a thing of the past. Public sentiment, if right, may render our present system a triumphant success; if wrong, may render it a certain failure, against all the efforts of those who hope and labor, from no selfish motive, for its greater efficiency.

*Superintendent.*—A. PARKE BURGESS.

### ORLEANS.

*Change of Teachers.*—There is nothing, perhaps, so detrimental to the advancement of our schools as the frequent change of teachers, even if, in exchanging, others equally as good are obtained. Different teachers have different ways, and different methods of imparting instruction to their pupils; hence a new teacher will accomplish but very little during the first few weeks of the term, other than to become acquainted with the condition of the school and the wants of the scholars. So long as the committee are obliged to seek among strangers every six months for a supply of Grammar School teachers, so long shall we be subject to frequent changes, and occasionally find ourselves in trouble, with a poor teacher on our hands. "But," say some, "why do the committee retain the services of a poor teacher?" In reply, we will say that there is a time and season for all things. The merchant has a season for selling certain kinds of goods, and the customer who neglects to purchase at the right time will find a poor quality of goods to select from. So there is a season for engaging school teachers, and the committee who neglect to engage at the proper time, or make a poor selection, see but little chance to better themselves after the schools have commenced, and the teacher found wanting is suffered to remain; for a poor school is sometimes better than none. As a means of avoiding frequent change and constant liability to failure, we recommend that competent parents should send

their enterprising sons and daughters to some of the Normal Schools, which are doing so much at the present time to supply our Grammar Schools with well-drilled and efficient teachers.

*Female Teachers.*—We believe that more of our young ladies should endeavor to qualify themselves for school teachers. We believe it would be well if the legislature would give us a law authorizing towns to pay for the schooling of those of our citizens who are thought qualified, by natural gifts, to become competent teachers, and are not able to defray the expenses themselves, they agreeing to teach in the town for a certain time, with a portion of their wages reserved to reimburse said town for the outlay. We are convinced that those teachers who have graduated at the Normal Schools are infinitely superior to those who have not availed themselves of the thorough training to fit themselves for the responsible calling of training the young to be good and useful citizens. We also believe that instead of importing male teachers from abroad to supply our Grammar Schools in winter, their places should be supplied by females and those of our own citizens. “But,” say some, “our winter schools are too large to be managed by females.” We acknowledge that; and as a remedy we would suggest that the town establish a school of a higher grade, to be located near the centre, to be composed of the most advanced scholars of the Grammar Schools, to the number sufficient for one teacher, to be taught by a male three or four months during the winter season, and even longer, if desired. That would reduce the numbers in the Grammar Schools so that they could be easily managed by females, and then we should not be under the necessity of changing teachers every six months, as previously stated. This plan was strongly urged by some at the time the present system of schools was inaugurated, but the town did not see fit to accept it. This plan may be adopted without any additional expense, for the money we now raise is amply sufficient, and it only needs your sanction and approval for the committee to carry it into effect. You will thus see that our Grammar and Primary Schools could be kept by females the year round; and this is what we need, and must eventually come to; for male teachers are scarce, and demand a high rate of wages, while females can be obtained at a more reasonable rate, and the supply is greater. Therefore we hope they will persevere in their calling by improving every opportunity for their advancement. For we believe that the business of teaching school is one of the highest employments a young lady can be engaged in. It is one to which they are peculiarly adapted; it is one which calls forth the finer sensibilities of woman’s nature; it is one on which they can look back in after years with pride and admiration. In conclusion, let us say, qualify your-

selves, young ladies, for this high calling, that you may become efficient in the discharge of its duties, and the everlasting gratitude of the rising generation will be your reward.

*School Committee.*—JOSEPH W. ROGERS, FREEMAN DOANE.

### PROVINCETOWN.

*Superintendent.*—The proper supervision of the schools, increasing as they are, in number and size, together with the increasing public interest in the subject of education, requires more time and attention than is possible for any one, pursuing the ordinary avocations of life, to devote to such a purpose.

The school committee therefore would recommend that a committee be chosen to take into consideration the propriety of appointing a "Superintendent of Public Schools" with a salary sufficient to enable him to devote his whole time, if need be, to the Public Schools; the superintendent to be associated with a committee of three to be called the advisory committee, said committee to have no salary.

*School Committee.*—B. F. HUTCHINSON, J. B. BAXTER, LUTHER NICKERSON.

### SANDWICH.

The good old Puritan custom of the teachers requiring the pupils to take their books home at night and spend a part of the evening in study, preparing lessons for the following day, has for the most part passed away. Neither do parents regard it essential to their children's best interests sufficiently to require them to devote a part of these golden hours to study; but instead, amusements of a questionable nature are suffered to occupy this sacred time, much to the detriment of their mental development. The parent can do much, and we think quite as much, by way of encouragement in the evening as the teacher can do in the school-room. Certainly the two working together will double the progress of the pupil. Yet how seldom do parents converse with their children about their school, except to find fault with the teacher, and thus lay the foundation of disrespect, which may ripen into open rebellion. Parents, if you would have your children meet with the highest success possible, throw no obstacle in their way, but help them ever and always.

You wonder, perhaps, why your neighbor's child is always so prompt at school and his lessons so well learned and yours not. You wonder again in after years when you see his boy holding positions of honor, to which yours dare not aspire. But you will find the secret of his success over yours if you go back to the family circle, when

he gathered around the old hearthstone with father and mother by his side, ready and anxious to answer his little questions and encourage him in his school tasks. Parents, do we not speak the truth when we say more great men are made around the family hearth than in the college halls? Again, do we not speak the truth when we say more teachers are successful because parents coöperate with them by encouraging their children at home, than from any native or acquired talent they may have for imparting instruction? We know the parent cannot make the school unless the teacher does his duty. Neither can the best teacher succeed without the parent's coöperation. Your work is one, and as inseparable as the sunshine and the dews that make the foliage, the green grass and the sweet flowers. Then work together that the greatest success possible shall crown your best efforts. It is noble to teach; grand to mould the young and opening mind for great and true ends. It is nobler to receive from God's hand the gift of a child and be entrusted with his education. It is grand to see that child in after years swaying a nation by his eloquence, or lifting it from anarchy and ruin to peace and prosperity by his genius, which you may have fostered in his early school-days.

*School Committee.*—A. S. EDGERLY, CHAS. DILLINGHAM, WM. C. SPRING.

### TRURO.

The committee wish to congratulate the inhabitants of Truro on the condition of the schools during the last year. The teachers employed have been of a high standard, and we feel that the money raised has been well spent, and not squandered away as in many years. Still there is room for much improvement in many respects. For many years, the schools, as a whole, have not stood so high, nor been kept with so little trouble; yet notwithstanding all this, not one school but what might have stood far higher if the pupils had bent themselves more strongly to the task.

Especially in the matter of non-attendance, much remains to be done. Take the school No. 2, and note that: twenty-eight pupils neither absent nor tardy; and but for the quitting of two or three scholars, its average attendance would have been much higher. But in this school we find, on examining the register, that one hundred and sixteen days have been lost by scholars staying away from school, equal to twenty-four weeks for one school. Why cannot many other schools come up better in this matter? We cannot tell. We have urged this upon the different schools, and the teachers have done the same, but we do not see the result we wish. It is, and has been, a matter that has weighed very heavily upon the minds of your com-

mittee, that so many of the parents in our town were so ready and eager to listen to tales against the teacher in their districts. Now this is not right. Take the young girl who timidly enters the school-room as teacher for the first time, and perhaps follows right upon the track of some first-class, self-confident teacher; is it to be expected that she will govern the school or conduct the exercises as well as he did? Now go home with the children sometime in the first week and hear the tidings they carry to parental ears. And then listen to the sarcastic sayings, speeches, and such like, that will be uttered about the teacher, right before the children, who are all ready to go back to school with a spirit made much more wilful. How easy when you hear a bad report of your school to drop in and stay awhile, and see yourself what is going on. In this manner you will get the true state of affairs, and any intelligent person in one hour can see what kind of a school is being kept. And then encourage your teacher, and let her know that you sympathize with her in her labors.

*School Committee.*—DANIEL PAINE, SAMUEL COAN, C. K. SULLIVAN.

### WELLFLEET.

A few years since you abolished the district system, and graded your Public Schools. The wisdom of that course is yearly becoming more apparent. The scholars in our High School now are graduates from lower schools, and show plainly the benefit of their training. The beauty and usefulness of an education must always depend upon the symmetry of its proportions—one branch of useful study omitted is like a lost or lame limb of the body whose absence or defectiveness will be often sadly felt in future life.

Why, asks often some scholar, a little indolent,—why should I study grammar if I am to be a fisherman? To this we reply that a fisherman of the Old Bay State, with her free schools and free air, is not, as in the monarchies of the Old World, an amphibious animal made to catch and carry the food of prouder castes; but a man, with all the aspirations of a man, with all the proud hopes of a free man. Duty may yet call him from the helm of his vessel to the helm of state. He at least will be a part and parcel of state sovereignty, and it is his duty to see that his part of the government is an intelligent part. It is alike disgraceful to the fisherman, farmer or merchant of New England to murder their mother tongue, for they may equally enjoy the instruction of her free schools. There are very few talents or attainments buried in napkins in our country and age. Society has need of them all, and she shakes the napkin at every new comer. If she finds talents or attainments there, she puts them to

use, and pays the owner usually. If she throws the napkin aside, it is because she finds nothing in it. This world is a graded school, society the examining committee, placing each scholar in the class, and position in the class, according to talents and attainments. And in that school as in every other we find the idlest scholars are the greatest grumblers.

*School Committee.*—R. R. FREEMAN, T. N. STONE, ELEAZER H. ATWOOD, JOHN SWETT, FREEMAN A. WILEY, J. W. DAVIS.

## YARMOUTH.

*Irregular Attendance.*—One of the great evils which seriously interferes with the success and efficiency of our schools is the practice of irregular attendance on the part of many of the scholars. As will be seen by the statistics, on another page of this report, while 378 scholars attended school some part of the summer term, the average attendance is only 309. The winter term shows about the same record. So that practically only about three-fourths of our children attend school regularly; and during the cranberry-picking season some of our schools are almost entirely broken up. This evil ought to be corrected, or at least lessened.

There is one class of parents, who, realizing the importance of school privileges and the value of time to their children in early life, take particular pains to have them in the school-room every day while the school is in session. There is another class of parents who exhibit the most lamentable thoughtlessness and negligence on this subject, who seem to think the occasional absence of their children from school a trifling matter, and who allow them to remain away for the slightest excuse. This practice not only does a vital and irreparable injury to the absentees themselves, involving as it does a loss of precious time, a low standard of scholarship in their class, discouraging and sometimes unavailing efforts to keep up with it; but it also inflicts no small amount of mischief upon the whole school by the influence of an evil example and the interruption of wholesome order.

*School Committee.*—ZENO BAKER, HEMAN B. CHASE, VARNUM LINCOLN.



## BERKSHIRE COUNTY.

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ADAMS.

The school committee in presenting their annual report of the condition of the schools, can assure the town that every element that enters into the composition of a good school is being fully developed under the graded system. About one year and a half ago the district school-houses were abandoned in our villages, and the scholars entered the new, elegant and commodious graded school buildings, and were classed according to their respective standing in their several studies. This was the beginning of a new era in our school history. The friends and advocates of this system were confident of success; the opposers and doubters were looking, not to say hoping, to see the fulfilment of their prophecies. But the system in this place, as in other places, has astonished its friends and confounded its opponents. If it was difficult to give up the system of popular education established by our fathers and enter upon a new, and to us untried system, it would be impossible for us to surrender the present and again resort to the old method of instruction. We would as soon re-instate the old stage-coach in the place of the steam-car.

The schools are to give the children of the country a substantial education, and this ought to consist of something more than a knowledge of geography, grammar and arithmetic, such as has been learned in our schools. The scholar ought to be instructed in and to acquire the habits of order, neatness, exactness, fidelity and punctuality, and such like virtues. This will be of great benefit to him in practical, every-day life. Much of the loose habit in business can be traced to the loose, imperfect habits acquired in the school-room—the half-performed order, the half-hour late at school, the imperfectly prepared lesson, are but the germs of the half-kept promise and half-performed agreement in after life.

We cannot too highly estimate the proper training of a child in this direction. If these are not acquired in early life and in the school, where and when will they be? The graded system gives us the opportunity and advantage of doing a great work in this respect. There must from necessity be perfect order, exalting though gentle discipline, promptness and punctuality; and all minor details of the school discipline must be insisted upon; and ere the scholar is aware

he has unconsciously acquired the proper and correct method of doing things which in after life to him becomes fixed and lasting habit.

The town has expended large sums of money for the school buildings in each village, and it begins to look for the evidence of the coming fruits of all this. We invite you to look for some of the evidence of the beginning of a successful result in the greatly increased interest of the scholars in the school, their daily and prompt attendance, in the love for their studies, in their desire to learn, the higher standing of each scholar and of each school in the teaching and learning principles, and not words and sounds. The little progress we have made is but an earnest of what is to come in the not distant future.

Since the Commonwealth has abolished the district system, and the schools are managed wholly by the committee, it has caused a sharp competition in the employment of good teachers. A teacher well qualified can demand, and will receive, her own price. She makes her own terms. The best teachers in the country seek the large towns. The teachers in large towns find better compensation for their labor in the city. This has caused an advance in salaries. We cannot afford to educate teachers for other places; we must pay proportionate salaries with other large towns, or lose our best teachers. Five years ago the town raised for school purposes \$10,000; this spring they appropriated the sum of \$20,000 for schools. This last sum was more cheerfully appropriated than the \$10,000 was five years ago.

*For the Committee.—A. H. CRANDLE.*

*Attendance of Pupils.*—The character of the attendance has been satisfactory, eighty-six per cent. of the pupils belonging to the schools having been in constant daily attendance. The names of those pupils who were not tardy nor absent during the entire year are given on a subsequent page.

Tardiness has been almost entirely suppressed. The total number of tardy marks made in the schools during the entire year was but 773, and more than one-half of these were caused through the neglect of the authorities in having the streets in condition to allow the children to reach the school in time. These results are gratifying and are creditable to our teachers. I think they were not obtained by any unreasonable pressure, but were the natural results of well-disciplined and attractive schools.

While the aggregate number of cases of tardiness and casual absence for the year is small, I am constrained to think that the number might still be greatly reduced if parents were more thoughtful about the importance of punctuality and constancy in daily attendance on the Public School, less ready to yield to the occasional whims of children, and

more careful to have them attend, outside of school hours, to various duties which with a little foresight, might be as well attended to then as during the daily sessions. With the proper effort and watchfulness on the part of parents, an unconscious habit of punctuality and perseverance is attained during the school days of the young which will follow them through life, thereby putting them in possession of one of the most important elements of success in any business or profession.

*Attendance of Teachers.*—The attendance of our teachers is commendable. There are a few cases, as may be perceived by reference to the table accompanying this report, in which teachers have been absent, and these were caused mostly on account of sickness. There is also an occasional case of tardiness. No excuse can be offered for tardiness. The school-room is in disorder when the teacher is tardy, and mischief is then begun, to be carried forward through the day, in some cases ending in severe and unnecessary discipline. The example of a tardy teacher is ruinous, for it has been truly said, that youth are taught in no way better than by example. Absence and tardiness in school are broken up in two ways, by commending those who do well and bringing those who neglect their duty to a strict account. A clean record is universally demanded from pupils by teachers and school officers, and they are unquestionably right in so doing. Why should the teacher be excepted? A scholar who is absent a certain number of times is suspended, and a teacher who cannot attend to duty far better than the pupils, should resign.

*School Hours.*—While giving attention to the intellectual well-being of those committed to our care, we should see that their physical powers are not overtasked. I am, from personal experience, convinced that the hours spent in the school-room are too many, and that the same amount of work now performed could be done in less time, and better. I would recommend for your consideration the substitution of a two hours session in the afternoon, without recess, for the one that we now have. This will shorten the daily session about half an hour.

We find that this course is fast gaining ground and is being carried into effect in most of our cities and towns, and meets with general approval. By shortening the afternoon sessions to two hours there will be left time for the special treatment of those slower scholars and those more numerous neglecters of duty, of whom no school is deficient, there will be less complaint probably than now exists, of the detention of pupils an unreasonable period at the close of day, and less burden upon those who are obliged to devote much time to home study. Our teachers, from fidelity to what they deem the best interests of the young, give uncounted hours to this form of labor, for

which they are thanked less often than their real merits deserve, and for which not unfrequently they are blamed.

*Superintendent of High and Graded Schools.*—ISAAC W. DUNHAM.

### BECKET.

Animation, constant and varied mental activity, is the life of the school-room, and an enthusiastic teacher gives enthusiasm to a school. We cannot too highly appreciate our best teachers, and when once obtained they should be retained in the same school from term to term.

Children to be ready scholars must be good readers. To be good readers requires constant practice. To induce reading, parents should supply varied and entertaining reading matter at home. We are made with sympathizing natures. We ask parent to sympathize with the teachers in their efforts for a good school, and with their children in their studies, and do all they can to make their attendance punctual and constant. Speak well of your school, and strive to make it deserving of good words; and lastly, though not least, let your sympathy be manifested by an occasional visit to the school, and especially by your attendance on the day of examination, and let it be known beforehand that you are to be present.

*School Committee.*—JOHN HARTWELL, C. O. PERKINS, WM. S. HUNTINGTON, JOEL PEASE, S. W. CARTER, ORRIN MILLARD, M. P. CARTER, L. C. ROBBINS, CALVIN GEER.

### CHESHIRE.

The graded system has been imperfectly carried out in the centre of the town, owing mainly to a want of suitable school-rooms and other conveniences, which the town has amply provided for for the future; yet we have succeeded equal to general expectation, and your committee have reason to believe that there is in the graded system that which tends to stimulate industry and awaken a spirit of emulation in schools. There will be some inconveniences attending the practical operation of the system, but we are persuaded that on the whole these will be counterbalanced by the great benefits of classification.

With the progress of time this system will be more complete and more generally appreciated, and all parts of the town will be represented in our centre school and receive their share of its advantages. This system imperfectly carried out has had the good effect to entirely banish from our midst the Private Schools which flourished at almost every corner under the old system.

We ought to have seven months school, at least, in each year,—eight would be better; but the amount raised for the last year was insufficient, as also the amount voted for the present year. Action is more needed than words. Volumes are yearly written upon the great subject of education, but writing amounts to but little without united effort and action; and we hope that the town in the future will furnish more freely the necessary means for accomplishing this, one of the great objects of life, the education of our children.

*School Committee.*—J. N. RICHMOND, E. PRINCE, E. F. NICKERSON.

### CLARKSBURG.

The much-needed improvement of our school-houses is one benefit which has accrued to the town since the abolishing of the district system, and we have already taken steps in the right direction in the matter, and hope the time is not far distant when all of our school-houses will be an honor to the town. We are aware, however, that the subject of taxation at the present time is a serious one, and that economy and caution are very desirable, yet we hope to see a steady progress until all our school-houses are what they ought to be.

Another advantage in consequence of doing away with the district system is, that the children can now attend school in any part of the town, thereby lengthening the school year to all who attend school out of what was formerly their districts after their own schools have closed.

It will at once be seen that it is easier for the town to comply with the requirements of the statutes in regard to the length of schools for all the children in town than under the district system, as we can now make two schools of what was formerly four, and thus expend our money for the best advantage of the greatest number of scholars. Let the schools in town be made one, and the school-houses be considered only separate apartments, equally well furnished, having common claims upon all the inhabitants of the town; and thus, and only thus, do we become a unit of organization for educational purposes.

*School Committee.*—LEWIS P. FULLER, WM. W. GALLUP, LEONARD D. THAYER.

### DALTON.

Is it not the interest of every man to bear most cheerfully those taxes which are laid for the increase and dissemination of knowledge among us? Should not all unite with one voice in calling for all the schooling which can reasonably be had for the young? Shall we allow it to be said that our noble old State is falling behind others in the

glorious cause where she has so long led the van? While millions are being given by private munificence for the promotion of education at the South, and as much more publicly donated in rich lands at the West, shall it be said that in Massachusetts there are those who study parsimony in this matter, and dole out appropriations with grudging hands? We hope it can never be said of the citizens of Dalton, or any portion of them.

We will not believe that our citizens object to paying liberal wages for good teachers, or that they would consider it true economy to hire those who are content with cheap wages because the services they have to offer are "cheap" and "yet dear at any price."

We should when possible obtain Normal teachers who are trained to the business, and who are acquainted with the latest and best methods of teaching, or if these are scarce and difficult to get, as they now are, let us still get the best that are to be found,—ladies of high education and wide experience,—and let no one or two dollars a week stand as a bar between us and them.

Our desire is to have each school kept nine months at least, the present year, and we should be very glad if we could have three terms of thirteen weeks each in every school. We also wish, now that our High School is abolished, or in abeyance, to have every teacher competent to teach, clearly and instructively, physiology, astronomy, botany, natural philosophy, physical geography, algebra and Latin, so that we might see some of our old High School scholars studying here and be able to fit them and others for academies and higher schools. We long to see the sacred flame burning so strongly in the breasts of our children as to induce them to make sacrifices for a more liberal education than any of them have lately attained to.

Twenty or thirty years ago there were many towns in the State where there were at least one or two young men preparing for college, and multitudes of young men in college were helping themselves through at much sacrifice. It has not been so, however, in Dalton, and the fact of one going from here to Williams, Harvard or Yale would doubtless create considerable astonishment. Your committee can remember when such towns as Lee and Lenox had men at Williams, years in succession, but they have to call on "the oldest inhabitant" to learn when Dalton last furnished men for the pulpit or the forum. Is the love for a wider and broader cultivation ceasing from among us, and do men turn to the pursuit of wealth more of late as the highest good attainable?

How much more should we long for learning, "the true riches of the mind," than for material riches; and yet what a large majority in these latter days are eager in the mad pursuit after wealth, forgetful

of the quiet groves of the Academy and of the pure happiness and true lasting fame acquired in her classic halls.

Would that our children and youth might make it the bright particular star of their hope to achieve a name in literature that "the world would not willingly let die."

*School Committee.*—OLIVER BLISS HAYES, ABEL KITTREDGE, HENRY M. PARKER.

### HINSDALE.

It is hoped that the town will take some action in reference to building new school-houses, and that one will be erected the coming season. It may be humiliating to confess, but it is none the less true, that the mind is subject to the body, and unless this is kept in proper condition the mind cannot work. That the body can be kept in proper condition for work, in houses where we can neither secure warmth or ventilation, and where it requires no little effort on the part of the scholar to maintain any kind of position on his seat, is simply absurd. We cannot afford thus to subject the bodies of our children for ten of the most susceptible years of their lives. We say nothing now of the moral and educational influences of neat, inviting school-rooms, with tasteful surroundings. We insist only on the fact, that it is of little use to cultivate a child's mind at the expense of his physical organization. We believe it to be the first duty of the committee, as of parents, to see to it that the children for whom they are responsible, are not growing up into a community of consumptive and deformed persons.

*School Committee.*—E. H. GOODRICH, Jr., MILO STOWELL, LYMAN PAYNE.

### LANESBOROUGH.

The necessity of improving our school-houses has been so much and so recently discussed it is needless to say much on the subject in this report, especially as the subject is now before the town for its action. No one will deny that good, well furnished, well painted school-houses, with good and pleasant surroundings, will do much to encourage teachers, to cultivate greater self-respect on the part of scholars, greater respect and love for their school, their teachers and parents, and a greater zeal for knowledge and truth, and on the part of citizens a greater local pride, and make our farms, our houses, and all our property proportionately more valuable, and also greatly tend to improve the religious, moral and social condition of the whole community.

*School Committee.*—W. A. FULLER, JUSTUS TOWER, WM. B. McLAUGHLIN.

## LENOX.

But it cannot be denied that our schools do not fully accomplish the object for which they were established. Every boy or girl in the town, who has reached the age of fifteen years, ought to have acquired the rudiments of a good education. The least we might expect is, that all would be able to read fluently and intelligently, and to write the English language, if not with grace and skill, yet with correctness and propriety; to perform such arithmetical operations as may be required in any position to which they may be likely to be called, and to have so much knowledge of the world we live in, as may be derived from the common text-books of geography. No one ought to leave our Public Schools without a competent knowledge of these branches of education. And in connection with these attainments, we should expect habits of attention, observation, industry and mental activity to be formed, which would lead to a continual increase of knowledge to the end of life. But we are compelled to admit that this is far from being uniformly true; that the cases in which it is true form the exception rather than the rule. Many of our pupils who have reached a period beyond the age of fifteen, are unable to read fluently easy English prose; still more have learned little or nothing of grammar; would hardly dare attempt to write a letter of business or friendship; cannot perform promptly simple operations in arithmetic, and are almost entirely ignorant of the physical and political geography of our own land, as well as of other portions of the globe.

What are the causes of this failure? A glance at the records of our schools is sufficient to show one of them. Instead of a punctual and constant attendance, in some cases nearly or quite half of the seats are vacant day after day. Schools with fifty or sixty pupils show an average attendance of thirty-five or forty. Much less than one-tenth of them are uniformly and punctually in their places, while many are absent a third, a half, or even a larger part of the time. In such cases it is evidently impossible that any important attainments should be made. Even if each pupil could be taught separately, the habits of indifference and inattention created and fostered by such irregularity would preclude the hope of much improvement. But especially, when pupils are taught in classes, as they must generally be, the loss of one lesson makes it nearly or quite impossible to understand the following one, and often, from the despair of being able to learn, all effort ceases.

We think also that the system on which our schools have been conducted, makes it practically impossible to attain the result at which they should aim. We have had the past year seven schools, not including the High School, (which we have not yet mentioned,) with



two terms of about thirteen weeks each, in most cases with different teachers, and of course with an interval of about three months between the end of one term and the beginning the next, and it has been from year to year, short terms followed by long vacations, with a continual succession of new teachers. The radical evils of such a system are so apparent, that it is hardly necessary to allude to them. There is scarcely time for teacher and pupil to understand one another, and to come into such relation that they can work easily and harmoniously together, before the term comes to a close, the studies must be laid aside, the impulse which has been received must be in a measure or wholly lost, and then a new teacher enters into the work with different ideas and different methods of instruction, making it needful to do again what was supposed to have been already done, perhaps to unlearn what had been painfully learned. And then again other teachers and still other methods, leaving many at the end of the year little further advanced than they were at its commencement. We have no wish to exaggerate the evils of this system, but we are persuaded that so long as it exists, the larger portion of the children of the town will go from our schools without acquiring the education they are intended to furnish.

*School Committee.*—J. FIELD, G. M. MATTOON, W. M. CLARK.

### MOUNT WASHINGTON.

The State enforces towns to sustain one or more schools so that every child between five and fifteen years of age may have the benefits of a Common School. Now is it not a criminal neglect on the part of parents and guardians not to avail themselves of the bounty of the State for those children under their care?

It is certain that there are numbers of children in this town who do not attend upon the schools at all, and others so irregular in their attendance that it is not of much benefit to themselves, and a decided hindrance to the rest of the school. We feel this to be all wrong, and believe that if there were a united effort made, our schools would be better attended, that nearly every child might be brought under the influence of the schools, and so secure their share of the bounty of the town and Commonwealth, which flow out to them in a perennial rill.

*School Committee.*—O. C. WHITEBECK, L. H. PATTERSON.

### PITTSFIELD.

*The New Law and the Abolition of the District System.*—The new law abolishing the districts as they formerly existed, and placing the

management of all the schools under the charge of the school committee elected by the town, has been found to promote the success and prosperity of the schools in two special and important particulars.

1. In enabling the committee to establish perfect uniformity in the school terms of all the schools, thus providing educational advantages equal and alike for all the scholars of the town, as well in the schools where few scholars are accustomed to attend, as in larger schools and those overcrowded with scholars. It is sufficiently well known that, under the old law, many of the smaller schools, and some of the larger ones, were cut short in their school terms, while others kept on some weeks after the close of such schools as had exhausted the money which, by lawful division, belonged to them, but which was not adequate to maintain a school an equal number of weeks with districts of a much greater number of scholars, even though a much lower standard of wages was paid in the small schools.

This (as readily appears) was an unjust and objectionable feature of the old law, in that it not only deprived the smaller districts of the privilege of equal length of school terms with the larger districts, but also (owing to a lower standard of wages,) they were in some cases obliged to accept of inferior and poorly-qualified teachers, who would not be eligible to positions in larger schools, that paid higher wages; or, to use a common phrase, they were obliged "to take such as they could get." At present, the small schools of the town suffer no such disadvantage as the law that was repealed last winter subjected them to.

2. The new law operates for the good of the common schools, in the power it gives the committee to equalize to the best advantage the attendance upon the different schools, by assigning scholars from one school to another, as may, in the opinion of the committee, best suit the convenience of the scholar or the convenience and capacity of the schools. Whatever objections may be urged against the abolition of the late district system, and the setting aside the management of the schools by prudential committees, these two, and perhaps other highly important advantages have been secured by a change of the school law, and these features must continue to exert a most favorable influence in promoting the highest usefulness and greatest success of the schools of the town and Commonwealth.

The High School and Grammar Schools are an honor to our town, creditably managed, productive of great usefulness, and deserving the liberal and cheerful support that they receive from the citizens of the town. Many of our inhabitants who have sent their children to boarding and select schools for several years past, are now among the patrons of our town High and Grammar Schools. Having withdrawn

their sons and daughters, in not a few instances, from select schools, they are now sending them to our own schools, and are thus contributing as much by their influence and patronage as by their wealth, to sustain the high reputation and standard of these schools.

The term reports of the principals of our High and Grammar Schools have been prepared with great care and correctness, and have uniformly shown a punctual attendance, and an elevated standard of deportment and scholarship, on the part of those who are availing themselves of the advantages that these schools offer. We would invite the special attention of our citizens to the reports which are prepared by the principals of these schools at the close of each school term.

*School Committee.*—O. S. ROOT, *Chairman*; C. B. REDFIELD, EDWARD STRONG, HENRY CLARK, A. N. ALLEN, JOHN TATLOCK, SAM. A. CHURCHILL, WM. R. PLUNKETT, JOHN M. BREWSTER, JOHN E. MERRILL, OWEN COOGAN, G. T. BARKER, *Sec'y*.

### RICHMOND.

The theory of our free school system is that the State should well educate her children. No town can afford to do any less. Masses of ignorance and immorality will destroy any free State. Wealth should never grudge to laborious poverty the means of a good education. At this day, a high degree of intelligence is requisite, not only for the professions, but almost equally so for labor, farming or mechanism. That community which is deficient in knowledge will soon be distanced in the fierce strife of competition.

Intelligent calculation and skilled labor coöperating together can alone secure success in business. Without it, property becomes of small value; taste declines, and social life loses its delightful charms. Hence a system of elevated education is as economic as valuable and ornamental. No class in society can afford to do without the education of all.

Childless wealth is alike interested as populous poverty. Ignorance and immorality are the death of trade, wealth and security. Abundance of skilled population, tasty, industrious and moral, double yea treble the value of houses, lands and investments to any community. Hence, every child should be so educated as to be intelligently developed for the various pursuits of life.

*School Committee.*—HENRY H. COOK, H. B. STEVENS.

### SAVOY.

The legislature of 1869 put the finishing stroke to the school districts of Massachusetts. Whatever vitality there was in the system

when that legislature met, has been extinguished by the bow-string of a statute, and their property and effects have been administered upon, sold and distributed. Those of us who believed, with De Tocqueville, the most philosophical of foreign writers upon American institutions, that the stronghold of republicanism in the United States was in those "little democracies," as he called the school districts, were obliged to yield to the pressure of centralization. To argue for the perpetuity of the districts, was like a speaker addressing an audience whose backs had been turned against him. The people had been made to believe that the new way was the better way.

It may be that society had outgrown that once cherished institution, the school district; but it has ever been our belief, that if the districts had been continued, with one-half of the favor from the government which has been bestowed upon the present system, our Public Schools would have been intrenched much deeper in the public confidence than they now are, and would be accomplishing much more than they now do, in the way of a substantial, solid and useful education of the people. Instead of cutting up the districts, root and branch, and flinging them away as the rubbish of former times, they should have been improved, and encouraged, and new life infused into them. But legislatures, one after another, took a different view of the matter, and have gone on legislating districts out of existence, until the system has nothing of form or vitality left.

By abolishing the school districts, the legislature has severed the schools from much of the popular sympathy which formerly set in strongly in their support. The inhabitants of the districts took a deep interest in their welfare; and every word spoken, and every effort made for their improvement, reacted upon the people themselves.

The system of school districts was susceptible of improvement, but the people inhabiting the districts took an interest in the welfare of the schools far more deep and general, we believe, than the interest they now feel and exhibit.

We have said this much upon the abolishment of the "little democracies," because we know that there are many thoughtful men who regret that it has been done, and who see in the legislation upon the subject ample cause for the absence of that popular and parental interest in the schools, which so oppresses those who are charged with their management.\*

*School Committee.*—F. C. BOURNE, Z. E. KEMP.

\* The foregoing statements as to the effects following the abolition of the district system, are not corroborated by the experience of a single town—great or small—where the districts have been abolished, and the town system has had a fair trial.

The French philosopher and statesman is made responsible for the phrase, "Little Democracies," which originated in some town or school district production at home.—[SECRETARY.]

## SHEFFIELD.

*Regulations for the Public Schools of Sheffield.*—A copy of the following rules has been distributed to every Public School in this town :—

1. The daily session of the several schools shall commence promptly at nine o'clock, A. M., and one o'clock, P. M., unless the committee in charge shall otherwise direct.

2. The morning exercises of the school shall begin with the reading of a portion of Scripture by the pupils, or teacher, or both.

3. There shall be a recess of ten minutes every half day; and no pupil shall be deprived of any part thereof, except for misconduct. In no case shall boys and girls have a recess at the same time.

4. Teachers shall have the charge of the school-room, and be responsible for its order and cleanliness. They shall also have a general supervision of the entire school premises, and report to the committee any damage done to the building or furniture, and by whom if known. The scholar so transgressing will subject his parent or guardian to full payment for all damage thus caused. The General Statutes of Massachusetts enact that all such wilful and wanton mischief shall be punished by a fine not exceeding five hundred dollars, or by imprisonment not exceeding one year.

5. Teachers shall be present at least fifteen minutes before the time for the school to open, and shall give attention to the ventilation and temperature of the room.

6. The teacher shall exercise a kind and parental discipline. If there is direct opposition to the authority of the teacher, or continued disobedience in a pupil, or improper interference of parents, such as to render his example permanently injurious, the teacher shall report such person to the committee, who alone shall have power to expel from the school, and to re-admit—evidence being given of an intention to obey the rules of the teacher. In extreme cases, corporal punishment may be resorted to; but in no case will the teacher be justified in inflicting punishment upon the head of the pupil.

7. Tardiness beyond five minutes shall be considered a violation of school hours, and unless a reasonable excuse can be given, shall subject the delinquent to such penalty as the case may require.

8. No text-book shall be used or introduced, except such as shall be authorized by the committee.

9. The statute requiring the faithful keeping of the school register must be strictly complied with, and no teacher shall receive payment for services until that duty is fully performed.

10. Teachers are required to notify the committee, if, after a rea-

sonable notice to the parent or guardian, any pupil is not furnished with proper books.

11. Teachers who desire to visit other schools, to observe modes of instruction or discipline, may have one day in each term, provided they have the consent of the committee therefor.

12. It shall be the duty of teachers to guard their pupils against the use of profane or obscene language, and to inculcate, in compliance with the General Statutes, "the principles of piety and justice, and a sacred regard for truth, love of country, humanity and universal benevolence, sobriety, industry, frugality, charity and temperance, with all those other virtues which are the ornament of human society, and the basis on which a republican constitution is founded."

All teachers in our Public Schools are required to make themselves and pupils familiar with the above rules, and any violation or neglect of them will be regarded as a sufficient ground of complaint against a teacher.

*School Committee.*—B. N. CLARK, F. ROYS, J. N. DICKSON.

## STOCKBRIDGE.

*Graded Schools.*—One principal aimed at, no doubt, in the law abolishing the district system, was the more extensive grading of the schools. It is too obvious to need argument, that where the scholars are all nearly of the same age, or the same degree of attainment, a teacher can effectually instruct a much larger number than is possible in a mixed school, or where every age and rank make a multitude of classes necessary. Would that it were possible to have all our schools completely graded. For our summer schools this has seemed inexpedient. But in winter, we have tried the experiment of limiting the number of our schools, apart from the High School, to six, three Primary, and three Intermediate, kept, one of each sort, in the three school-houses at the Plain, Glendale and Curtisville. At Glendale the advantage of absorbing the school of the Old Furnace district in the schools which occupy the new house, is too manifest for dispute. In regard to the suspension of some of the other schools during the winter, there is probably a considerable difference of opinion. The principal objection urged against it is the great distance that some of the scholars are required to travel. Doubtless this is a serious inconvenience to some. But it is safe to say that seven-eighths of the scholars live within a mile and a half of some one of the three school-houses; and nine-tenths of them within two miles. Now the very small children would not attend school much in winter, even if schools were kept in all the old districts. And for the most of the rest, is it

not an object that will compensate for some inconvenience in reaching school, to find a much better school when they do reach it, and to have a much longer term than they could have if we had ten schools going? With the reduced number of schools we can afford to pay better wages, and so can secure a better class of teachers. We can have better school-houses and better appliances of every kind. And as to those families who are so remote that it is impracticable for their children to walk to these schools, a recent Act of the legislature, allowing towns to appropriate money for the transportation of distant scholars, will enable the town in future to relieve all such, and to do it, it is believed, at much less expense than would be required to keep schools in their neighborhood. Then consider the difference in the impulse given to a child's mind in a school of considerable numbers, where everything means business, and one where a teacher has nothing to do but drone through the dull hours, week after week, as the sprightly and acceptable young teacher of the North-East school did last summer, with nothing to do but look after five scholars and one-fifth, or four and seven-twelfths—the average attendance of the two terms there!

*Grand End of Education.*—There is a higher question than any that relates to the location or the grading of our schools. What shall be the end at which they aim, and what their effect on the character of those trained in them? Is their true end attained when children have learned to read with facility, to spell correctly, to write a fair hand, and to know enough of geography, and grammar, and arithmetic for common business purposes? Or when, in addition to these, they have gone through the manuals of algebra, physiology, natural philosophy and history? Doubtless this, and less than this, may be a very respectable education, so far as this sort of thing is concerned. But we hold that a true education embraces something more and higher than all these. The discipline of the heart, as well as the mind, enters into it. It includes the fixing of right principles, the formation of right habits, the proper development of the moral nature, and the social affections. One may have all the mere literary education that the highest High School ever gave, and much more, and yet be a worthless member of society, a troublesome neighbor, a bad citizen, and a miserable man. But granting the truth of what has been said, still it may be asked, is the Common School the place, or its teacher the person, to give this higher training? Should not this branch of all education be left to the family, the Sunday school, and the church? We answer, that the amount of time spent in these schools during the ten most impressible years of a child's life, is too great, and the influences brought to bear there are too powerful not

to be seized upon and made available for the purpose of helping to convey those higher lessons which can be none too deeply impressed when all appropriate family, and church, and school influences are combined; but which to many children will come through the agency of the Common School, or not at all. Nor should it be forgotten that right principles on the part of the pupils are an inestimable aid to the teacher in maintaining a proper government of the school. We maintain, therefore, that all our teachers should teach, not only letters and science, but manners and morals, and religion too; *i. e.* religion in the broad sense of piety toward God, and right sentiments and conduct toward men, enforced by the will of God. For this end, indeed, quite as much may depend on what teachers are as on what they say. An example which illustrates the excellence of virtue and religious principle by a uniform course of truthfulness, sincerity, impartiality, kindness, and benevolence—joined with an inflexible maintenance of justice and good government, will go farther than all naked precepts can, to impress pupils with the value of character. Nevertheless, precept is necessary as well as example; and it is incumbent on a teacher to inculcate right sentiments and conduct. But what right has any person to set forth anything as a religious truth, or a moral duty? He who undertakes to do it should have something beside his own *ipse dixit* to offer in proof of what he utters. Many truths and precepts do indeed shine by their own light, commending themselves to the understanding and the conscience as soon as they are stated. And yet it cannot be denied that religious and moral teaching never does exert its full, appropriate power, unless when it comes enforced by the authority of One whose knowledge is unquestionable, and has a right to command. And here we are brought directly to the now much agitated subject,—

*The Bible in the Public Schools.*—One of the general statutes of the State of Massachusetts, declares that “The school committee shall require the daily reading of some portion of the Bible.” Is this law a product of ignorance, bigotry and intolerance, unworthy of age in which we live? If so, let it be repealed as soon as possible. But we maintain that the use of the Bible in the schools is a proper and desirable thing, so desirable as to be worthy of legislative enactment. Not that its reading should be made compulsory upon scholars who have scruples of conscience about it; not that young children, who can only stammer and blunder through a verse should be required, or, ordinarily, allowed to do it. But that a portion of it should be daily read in the hearing of the school, by such scholars as can read it with facility, or by the teacher, is what we contend ought to be. And if the selections are judiciously



made, from the historical narratives, the Psalms and Prophecies of the Old Testament, as well as the Gospels, Acts, and Epistles of the New, few reading lessons will be more interesting, and none better adapted to teach the art of reading.

What are the objections to such a use of the Bible?

First. Some object that they do not believe the Bible, and do not wish their children to believe it, and that they ought not to be taxed to help uphold religion, which to them is synonymous with superstition. A second and larger class object to the use of the Bible in the Public Schools, (1) on the alleged ground that our common version is not correct, and (2) that if it were, the secular teacher is not the person to give religious instruction; and that only irreligion and infidelity will result from such a use of the Scriptures.

There are others who think it inexpedient to require the reading of the Bible in the Public Schools, not that they do not think it a good thing in itself, but there is danger of its driving some away from the schools to their own great injury.

To these various objections, we answer:

First. This nation was founded by those who believed in the Christian religion, and its institutions, its courts, its laws, have recognized Christianity as true. The great mass of the people of the nation, at the present time, believe in the truth and transcendent importance of that religion. And they are entitled to maintain its ascendancy here, as against Atheism, Paganism and Infidelity, on the ground that it is essential to the highest public welfare. The government cannot accomplish the purposes of a government unless it does assume the truth of some system of morals; and believers in Christianity can adopt no other than the Christian code. And, supposing for the sake of argument, that the Christian religion were false in its claims to a Divine origin, still it cannot be denied that its ethics are unequalled and that no system of morals was ever framed by man so well adapted to promote the happiness of mankind.

To those who allege that the common English version does not fairly represent the Christian Scriptures we reply, that not only is there abundant testimony of both Protestant and Catholic scholars that the version is a faithful one, but a comparison of it with that version which its opponents claim to be correct, shows to any one that the differences are almost all of them very insignificant.

And the other allegation, that the reading even of the true Scriptures by the youth in our schools will tend to make them irreligious, skeptical and immoral, is one of the grossest libels upon the Scriptures and Christianity that can well be conceived.

Having thus examined objections let us consider a few reasons in favor of using the Bible in the Public Schools :

1. That book is the best English classic. Take the volume as a whole, it covers by far the widest range in time and subject and style. To say nothing of the importance of its teachings in their spiritual and moral bearings, where else can we find anything to equal the simple beauty and pathos of some of its narratives? where anything in history so interesting as some of its historical portions? where as lofty flights of poetry? where such eloquence as characterizes some of its speeches? where imagery so sublime? where anything in literature that approaches in grandeur, and awful, overwhelming power the visions of the Prophets and the Apocalypse?

2. It is a necessary key to the full understanding of a great many other of the best books in the language. Some of these abound in quotations from it. Others in allusions to it, or expressions borrowed from it, or shaped by it, whose beauty can never be fully seen, nor their exact force understood, without a knowledge of that which has thus originated them. Lord Bacon's works would show innumerable disfiguring and seriously damaging chasms if all references to Scripture were left out of them. Milton's greatest productions would be wholly unintelligible rhapsodies to a reader unacquainted with the Bible. Shakspeare, with all his originality, draws many hints and illustrations from that book. And to say nothing of such a book as *Pilgrim's Progress*, one of the most marvellous productions of genius, or any other religious work, there is scarcely a poet from Pope to Byron, from Byron to Tennyson and Longfellow who is not manifestly and directly indebted to the Bible for something which contributes to the interest of his writings and which is most interesting to those who can see the source whence it was drawn. And the same remark will apply, scarcely less extensively, to the prominent prose writers, both British and American. It is therefore not too much to say that no one can have a tolerable English education without an acquaintance with the Christian Scriptures. Moreover, a general use of the Bible in the schools would be a most powerful means of making the language of our whole country homogeneous and pure. Its style, though in a few points obsolete, is for the most part good idiomatic English. It is the only book that is likely ever to have a place in the schools of all sections of the country. Let it be used in every State, city and town, in every school, and its effects in promoting uniformity both of speech and of ideas would be great, and it might well be regarded as contributing in no slight degree to the strength of that bond of union which should hold our republic together.

Finally: The Bible affords the only adequate foundation for that virtue in the people which is essential to the success and to the exist-

ance, for any long time, of a government like ours. General intelligence and morality, are beyond doubt necessary to the maintenance of a free popular government. Intelligence is not enough; for divorced from principle it will only make doubly dangerous those who are disposed to be rebels and traitors. Intelligence allied with virtue may save and long perpetuate the republic. But that virtue which has nothing but human authority to enforce it must be a weak and unreliable thing. A Divine voice needs to be heard uttering its precepts and imposing its sanctions, to make them effective. One of our greatest statesmen has said, "Moral habits cannot be safely trusted on any other foundation than religious principle, nor any government be secure which is not supported by moral habits." If this is true in some measure of all governments it must be preëminently true of a government which has no military force, independent of the people, behind it. Here then we find the grand and sufficient argument for the enforcement by the State, of the reading of the Bible in the schools. No matter, we had almost said, if it were not true, since it is the surest prop of that virtue which is essential to the maintenance of liberty, a free government must in self-defence see that its youth are trained under its influence. And since it is lawful to learn wisdom not only from the successes but from the mistakes of others, can we do better then to take heed to these words of M. Guizot, though intended for the ears of his own countrymen :

"We Frenchmen have seen the fruitlessness of a century's philosophical speculation, and of merely political constitutions, in rectifying our social state. We have exhausted our wits, and expended mighty energies, to fit man for the duties and enjoyments of time, and we have miserably failed. And why? Because man was made for eternity, and we have sought for nothing more than to fit him for the brief space he occupies in time. Let us, then, by disseminating the Bible, from the first begin to train man for eternity, and that of itself will adapt man to the duties and enjoyments of this earthly state."

*School Committee.*—GEO. T. DOLE, JOS. R. FRENCH, MARSHALL WARNER.

## TYRINGHAM.

It is impossible to account for the rich fruits of the teaching of some schools, and the lamentable barrenness of that of others, except upon the hypothesis that teaching is a science to be learned, and an art to be acquired. If right culture gives strength and majesty to the tree, grace and beauty to the flowers, symmetry, health and power to the animal, while wrong treatment gives weakness, deformity and disease,—as surely do the growths of the mind respond in nature and

value to the kind of nurture which they receive. Come with us to the school-rooms where wisdom opens the beautiful gates of knowledge, one by one; where charmed groups are led onward by gentle hands, and upward by the sure and easy gradients which God himself has hewn for young feet in their ascent towards himself, where definite knowledge beams steadily upon each day's lesson, and sweet, glad inspirations refresh the heart and make buoyant the steps till the years of school-life are ended and we receive home our children,—observant, intelligent, knowing something of books and more of things, joyous in sympathy with the problems of nature, and ready for the battle of life. Come with us again to other school-rooms where the cold sterilities of text-books are the alpha and omega of instruction; where the mental powers of the pupils are unknown to the teachers, under no fixed laws, and hence to be plied at random with whatever comes first to hand; where nothing but words, words, are the stones fed to the little ones starving for the living bread of things; where the weary hours of school life drag heavily and joylessly along, till the end comes, when they take their book home but little better fitted for the duties of life than before they entered school. Compare these schools and tell us that teaching is not science and the teacher is not an artist. We therefore claim that special preparation is as essential for the work of teaching as for any other important and difficult human pursuit.

There can be no equality in our schools so long as teachers differ so widely in talent, in energy, in devotion, and in professional skill. Any lack of earnestness on the part of the teacher is instantly felt throughout the whole school. The teacher who would attract attention must present something to command attention and awaken curiosity, and then promptly satisfy the interest thus excited. You may think we are building "castles in the air," and aiming at a mark beyond our reach. Our object in making these remarks, and picturing to you our idea of the difference there is in teachers and their services, is to call the attention of your future committee to the importance of securing the services of the best teachers, and paying them well for those services. It is not the number of schools we need to increase so much as the quality. We would rather send our scholars two miles to a school where they can receive the instruction of a first-class teacher, than to an inferior one within a quarter of a mile of our own door. We are too much inclined to keep in the ruts which we have made or others have made for us.

*School Committee.*—CHAS. E. SLATER, J. W. WILSON, A. C. HEATH.

## WASHINGTON.

What we need is a suitable number of school-houses, centrally located, neatly and economically furnished, worthy of their name, and an honor instead of a shame to the town. What is there that pays a community so renumeratively in proportion to the sum expended, as that paid for the education of the children of our land? As we guard and protect our educational interests, so may we expect to prosper in everything that builds up society and perpetuates our free institutions. The education of children is a subject which should deeply interest every person in the community. Without instruction, as found in schools, no people can sustain a free republican government. Our forefathers saw this and provided schools, which have come down to us as heir-looms. These schools are, and ever should be, protected by the government of the United States. The Commonwealth of our State sustains them by its bounty and its law. So wisely and so generously has it legislated, that every child of every color and nation, rich or poor alike can, between the ages of five and fifteen years, have the privilege of school six months during the year. At whose door does it lie that so many are never found in the school-houses in this town?

Education and Christianity go hand in hand; one cannot prosper well without the other. When our silent churches shall again speak to this people, we shall have better teachers and better schools. Our old dilapidated school-houses will be exchanged for neat structures which honor and adorn some of our sister towns. The definition of education as given in Webster's Dictionary, is, "The bringing up of a child, instruction, formation of a character." Education comprehends all that series of instruction and discipline which are intended to enlighten the understanding, correct the temper, and form the habits and manners of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important—to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.

*School Committee.*—C. H. BOND, C. V. MESSENGER, J. W. CRANE.

## WEST STOCKBRIDGE.

If our citizens of influence and education would make frequent calls at our school-rooms, addressing words of good cheer to the pupils, it would impart a life and vigor to them which nothing else can supply. They cannot forget what they owe to the Common Schools of the past;

they must not forget what they owe to those of the present and future. We are glad to see the town waking up to the importance of a High School. It is what we very much need, for its influence upon the subordinate schools would be exceedingly beneficial in holding up to them a bright example for imitation. The order and harmony which should govern its excellent arrangements would give it the position and character of a model school. Again it might develop and bring to light rare talents and genius, which otherwise would have remained in obscurity and unimproved.

*School Committee.*—J. M. FUAREY, CHAS. B. BENEDICT.

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## BRISTOL COUNTY.

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### ACUSHNET.

By some people the committee seem to be regarded not only as an unnecessary appendage, but the common foe of teachers, parents and children. If at our examinations we are presented with a dozen or more candidates for our schools and we select only three or four, if we make expense in searching for efficient teachers, if we demand thorough instruction and healthy discipline, and employ only those who furnish the one and enforce the other, if we discharge one teacher and employ another without consulting parents or giving reasons, if we assure teachers that in spite of all opposing influences they are to be sustained in well-doing, if by word, look or act scholars are made to feel that order must and will be enforced, and that bidding defiance to a teacher's authority cannot be tolerated for a moment, if in the discharge of any or all of these duties the committee act as they should, they are criticized with the greatest severity. If we encourage teachers in their efforts to overcome some of the evils that hinder the progress of the school, if we remind parents and guardians that in depriving those under their care of the privilege of attending twelve weeks in a year they are violating the law and are liable to a fine, we are accused of meddling with what is "none of our business." We suggest that such inform themselves of the duty of a committee.

Now, you expect your schools will be managed by a committee. We would therefore recommend that you select those that you are willing to trust; and then if you would have them do their duty faithfully, give them your confidence and support. Do not call into

question the motives and purposes by which they are actuated until you know that you comprehend all the facts of the case.

*Irregular Attendance and Tardiness.*—It is easier to complain of an evil than to remedy it; doubly so in the case before us. We desire to urge this subject upon the minds of parents, because with them lies the remedy. Few can know, except those who have the management, to what extent these evils cripple our schools and frustrate the plans of both teachers and committee. It is not simply the loss of time to which allusion is made in our last report, but the loss of position. The losses of a pupil from absence are too many to be enumerated; but we mention a few, as the following: A loss of explanation which the teacher cannot give to each separately without robbing the class; consequent to this, loss of interest with a feeling by the pupil that he is becoming inferior in rank to others in his class. It is impossible for a teacher to feel that interest in a pupil who is there occasionally which he does in one in constant attendance; hence the charge of partiality often laid upon teachers. If you wish your child to become prompt in the duties of life, commence now and train him in the formation of those habits that will fit him for such a course. If your child on leaving school is to be placed in a store, or to become an apprentice to some mechanic, think you that excuses similar to those sent his teacher would avail him anything?

There is another feature, far more important than the one we have considered. We have no better way of bringing it before your minds than by comparing the plan which your committee have proposed with the old system. In one case we have nine school-houses, five of which are unfit for the use we should be obliged to make of them, a disgrace to the town, and liable to be complained of. In four of these we should find from six to twelve scholars each, with perhaps a second, third or fourth class teacher. Upon examination we should find very little to induce children to attend, little or nothing to arouse their ambition; and upon further examination we should say, a very unprofitable school in every sense of the word. With five schools we should have from twenty-five to forty-five scholars, in comfortable and convenient houses, with all necessary and useful apparatus for illustrating and explaining, and with teachers capable of doing justice to their work. In these schools we should find an interest manifested, and a commendable degree of diligence which never can be attained in the smaller schools. It is unnecessary to speak further of advantages which must be plain to every casual observer.

*School Committee.*—WALTER A. DAVIS, CHARLES L. RUSSELL, AUGUSTUS WHITE.

## ATTLEBOROUGH.

If the schools were so constituted as to contain about an equal number of pupils, none of them being much above or below an average standard, it would then be undoubtedly proper to expend an equal amount of money upon each. While the sum of the appropriation is insufficient to maintain the existing number as many weeks as it is unquestionably desirable, the importance of apportioning the money in a manner which, taking into consideration the circumstances of each school, will give the largest advantages to all, becomes obvious; and until a greater equality in the number of pupils exists, the distribution to the various schools must necessarily be proportioned to the sum of their needs.

The aggregate number of weeks in which each school has been taught during the last year is in no instance less than in 1868, and the amount expended upon each is in no case less.

It has not, however, been in the power of the committee to accomplish all that seemed desirable. But, as a step to the attainment of ampler school privileges, they believe that the measure by which every school not already full is thrown open to any pupil who can best be classified and instructed therein is an advantage to all, and especially beneficial to those districts which have formerly had the shortest terms and the least advanced schools. The reception of new pupils from another section may work an advantage to the school by infusing new and quickening elements, and affording an additional standard of comparison. The pupils thus received gain superadded tuition beyond their former opportunities, and probably by the association with fresh classes will be inspired with a new incitement to study.

In former years the committee have expressed their conviction, that the interests of the town would be served by the removal of district limitations and the judicious union of schools. A large number of towns voluntarily expunged their districts; and the uniform testimony from such towns is, that instruction has been extended, improved and equalized. Although the change occasionally removed the schools farther away from some pupils, yet their length was increased, and the disadvantage of distance more than compensated by an improved condition.

The fear that it would work injustice to the small districts proved groundless in the experience of other towns; and a year of trial here exhibits the fact, that no school has received less attention than formerly, while many pupils have reaped the advantage of instruction from other schools previously closed to them.



The great interests of instruction are too important to suffer any avenue of knowledge to be obstructed simply by reason of district boundaries. Education is of too much moment to be enclosed by limitations through which the wishful pupil cannot pass, because the school belongs to another district. All knowledge is common property, and to restrict any in its participation is illiberal and contrary to the spirit of our Commonwealth.

*For the Committee.*—E. SANFORD.

### BERKLEY.

As the school system of this town is now undergoing the transition from the district to that of the town system, in common with many other towns in this Commonwealth, agreeably to the statute of the legislature of the last year abolishing the district system, those interested in our schools, who have feared that the result would be disastrous, are admonished not to arrive at hasty conclusions regarding the change. Some derangement may naturally be expected as a result of the change, when it is considered how long the schools of this town have worked in the groove of the district system. But a temporary derangement is no evidence of anything but a change. Financially, the immediate result of resuming specie payments would be a temporary derangement of present values, though few persons, we think, however, would contest the point of its ultimate benefit in all departments of legitimate business and of productive industry. So with our new school system.

While we shall endeavor not to repeat our mistakes, but rather profit by our experience, we confidently predict that with a fair, unprejudiced trial, the present system will be eminently successful, and in a few years all good citizens will be satisfied with the change. New and more convenient school-houses will succeed the old and unsuitable in the order of their condition, and yet so gradually as not to be very onerous or burdensome. And here and now your committee express the ardent hope that the only rivalry about school-houses will be, who shall be the most magnanimous and public-spirited in granting a sufficient sum to build such school-houses as that the generations to come will rise up and call us blessed. Let there be no sectional feeling, but remember that we are all citizens of one town, and whatever benefits one part of it injures no other, but inures to the educational, social and material prosperity of all. But while we plead for good school-houses, those important and almost indispensable constituents of good schools, we would remind parents that their duties are not ended with providing suitable buildings and apparatus, nor

when well-qualified teachers who are interested in their vocation are employed. Your personal zeal, interest and sympathy are indispensable. If "eternal vigilance is the price of liberty," it is no less the price of education, properly understood. Vigilance on the part of your committee, that no incompetent, uninterested teacher shall be employed, but that each and every one shall be competent to teach, be imbued with a sense of its importance and far-reaching consequences, and with a love for it. Vigilance on the part of the teacher that no harsh or unworthy impression may be received, thus securing the accomplishment of the aspirations and objects for which the system of Public Schools was conceived and established. Vigilance on the part of parents, so that the ever-needed sympathy will be extended to the teacher to give efficiency to all her well-directed efforts to advance the interests of the school, and to inculcate implicit confidence in and willing obedience to the teacher on the part of their children. On the part of the pupil, vigilance to guard against any disorderly or unworthy conduct toward teacher or school-mates, and that the assigned lesson be properly conned and thoroughly understood; that no time shall run to waste, no opportunities for moral or intellectual improvement be neglected; so that their minds be not permitted to become like the garden of the sluggard, overgrown with the weeds of vice, and the stone walls of virtue's defence be not broken down. In this connection, your committee would express the earnest desire that the olden times' custom, which obtained when we were scholars, should be revived. We would like to see the successors of that venerable clergyman of our youthful recollections, whom

"Even children followed with endearing wile,  
And plucked his gown to share the good man's smile,"

take active interest in our schools, making manifest that interest by visiting them, speaking about them in public, in private interviews and by pertinent suggestions to all who are interested in them. For it can hardly be doubted that the untiring efforts of their "illustrious predecessor" in the cause of education accomplished more to improve the moral and intellectual, the true foundation of the spiritual conditions of the generations contemporary with him, than his pulpit oratory, which was not of an inferior order. And with their combined influence an impression was made which will not be lost, we trust, for generations to come, but like good seed sown in good ground will spring up and bear successive harvests of beautiful results, illustrated by the intelligence, morality and Christianity of our citizens, young and old, throughout the dim vista of the future. Likewise, we wish to see the custom revived of parents and citizens generally visiting

schools without ceremony, as circumstances may best permit, thus evincing their interest in the progress and condition of the schools. The good effect of these influences can hardly be over-estimated from many points of view. And while it would also promote a better understanding, and more complete harmony and coöperation between parents, teachers and children,

“It wad frae mony a blunder free us  
And foolish notion,”

and sometimes even from prejudice; it would also have a most salutary influence upon the minds of the children who compose the schools.

*School Committee.*—WALTER D. NICHOLS, DANIEL S. BRIGGS, HERBERT A. DEAN.

### DARTMOUTH.

It is with the highest gratification that we can conscientiously say that in no previous year have our schools, as a whole, been so successful. We are confident that we are beginning to reap the benefits of having abolished the district system. There are now fewer changes of teachers, which is an undoubted advantage. The committee can now work with unfettered hands; and though there are still, and probably always will be, serious difficulties to contend with, they hardly approximate to those under the old district system. In putting into operation the machinery of the new system and reducing it to working order we have experienced less difficulty, less friction, than we had anticipated.

Having had several years' experience under the new order of school arrangements, we speak advisedly, deliberately and unhesitatingly pronounce the new system to be infinitely superior to the old. We have not, as yet, met with an individual of our town who, having candor, intelligence, a fair amount of education, and an acquaintance with the business of the school-room, disagrees with us in this matter. We have every reason to believe, and we trust the system may be retained until something better is presented. Favoritism may still prevail to a certain extent, but it cannot be so universal as under the old system.

*Teachers' Meetings.*—Teachers' meetings were established the past winter with decided success. We found more interest manifested in them by the teachers than we expected,—our highest anticipations were more than realized. In visiting the schools we saw at once that the results were good. Teachers were stimulated to greater exertions,

the studies were more thoroughly taught, and a more perfect uniformity of style was obtained in the mode of teaching.

Formerly the school-year was divided into two terms. During the past year there were three. We think the change an improvement, since by this arrangement, instead of a long term in the warmest part of the year, we have two short terms of ten weeks each in the spring and fall, when it is a better time to attend school; and it has been our experience, that toward the close of a long term both teacher and scholar become tired, and we would say that a term of ten or twelve weeks is long enough. We also think the change beneficial in helping to secure a higher per cent. of average attendance of scholars in our schools, which for the past year has been a little below seventy-five per cent. Although this is a great improvement over former years, yet we ought to reach ninety per cent. In several schools we find over eighty per cent., in one nearly ninety, and in a few cases only about fifty per cent.

It may be well to state that in most cases the higher average was found in those places where there are good school-houses and pleasant surroundings, and the lower where there are poor houses. It must be believed that the surroundings have a powerful influence on the mind. As pleasant surroundings help to make home attractive, so do a good school-house and pleasant surroundings help to make the pupil interested in the school. Let us cite to you one instance. In a certain locality where there had been an old school-house, not fit for school purposes, and hardly for anything, a new one was built during the past year and the same teacher who a year before had a very low average attendance in the old house, had last winter in the new building nearly as high an average as the best in town.

*School Committee.*—JOHN GREY, JOB S. GIDLEY, JOHN T. FAUNCE.

### EASTON.

The benefits resulting from the maintenance of three terms will be much greater than from a lengthening of the present terms, even to the same gross amount for several reasons. First, prolonging the summer and winter schools, carries them into the extreme weather of July and August, or the stormy days and bad travelling of early spring. Second, teachers and scholars lose spirit and interest toward the close of a long term, many of the latter leave school, and, finally, when the end comes, books and habits of mental application are laid aside so completely and for so long a space that much time is lost in picking up and joining the broken threads of study. Third, the services of our best teachers are not retained at present because they prefer to go

where permanent employment can be obtained, even at a less rate of wages. With three terms, commencing about the middle of April, and in the early part of September and December, our schools would enjoy the most pleasant and favorable seasons of the year, with a proper division of vacation time.

One of the foremost evils under which our schools suffer is that of truancy, or absenteeism for the slightest reasons, or even at the will of the child. Those who think that a lost half-day or a half-hour late is a matter of no moment do not realize how much such irregularity breaks up the order of instruction and retards, not only the progress of an individual, but of the whole class. In one of our schools during a single term some dozens of excuses accumulated in the teacher's drawer, of which the following are samples: "Please excuse — for being late, as he went to the pond at noon." "Please excuse — for absence this forenoon, as he has gone to get the horse shod and may not return in season." Of course he would not return in season with such a note in his pocket. If parents are thus indifferent in the matter of punctuality, and allow the most trivial causes to justify them in keeping their children from school, what can we expect from the children themselves. Another form of the same evil lies in allowing scholars to leave school a week or two, or a few days before the close, to avoid examination, or for other cause equally trivial. This practice is a wrong to the child, the school and the teacher, and to be strongly condemned. Actual truancy is for the most part confined to the North Easton schools, and can be checked only through a resort to the remedy provided by law.

*Secretary.*—GEO. G. WORTHINGTON.

### FALL RIVER.

The committee, superintendent and truant officer, in connection with the teachers, during the year, have exerted their influence to effect a better attendance upon our schools. It is not to be expected, perhaps, in a manufacturing city like ours, composed so largely of factory operatives, who in many cases cannot afford to keep their children at school, that the attendance will be as good as in more wealthy and favored portions of the State. Yet, we cannot as a city or as individuals afford to rest in peace while so many of our children are not found within our school walls,—not enjoying the privileges our schools afford. Our future history will sooner or later tell the sad story of this non-attendance; for ignorance is antagonistic to good morals, free institutions, and to the settled policy of our Common-

wealth, in requiring her children to be possessed of the rudiments of learning before she entrusts them with the franchise.

To the diminution, and, if possible, the eradication of this evil so prevalent in our schools, we solicit the attention of parents. Their influence and persistent efforts in this direction will do more good than all other influences and efforts combined. They should not only send their children to school, but assure themselves beyond doubt that they get there and are admitted into school in due season. The parent who fails to do this is guilty of a misdemeanor, failing to do his duty, alike to his child and the State.

Teachers who know what to teach and how to teach, are of infinitely more value than the style of room, size or kind of text-book, or any of the new and pet methods of teaching the different branches, so frequently and pompously advocated with theorists and methodizers in educational matters. We need, in these days of theory and speculation, teachers who can teach our children how to see, how to think, how to reason, how to classify and remember objects and ideas, and how to extract from the pages of their text-books by dint of application ideas, not words, and assimilate them to themselves. That is what our New England schools need more than anything else. To educate, to draw out, to develop a self-reliance in our youth; and to teach them by example combined with precept, the principles of morality, and an unfeigned love to our Creator, are the grand desiderata.

There is no royal road to geometry, and we deem there is none to learning in any department. When the teacher has done his appropriate work—labor, study, severe and continuous, is the price which must be paid by pupils, in order to reap the blessings which an education can bestow.

*School Committee.*—WM. CONNELL, Jr., AZARIAH S. TRIPP, CHARLES J. HOLMES, FREDERICK A. BOOMER, ROBERT ADAMS, ROBERT HENRY, JEROME DWELLY, CRAWFORD E. LINDSEY, MILTON REED.

The community demand economy in the management of its affairs. But small expenditures by no means indicate economy. It is the amount received, the result, which determines it. One mill is not more successful than another when it uses less cotton and labor, but when it produces cloth at a less cost per yard. Schools are to be judged by the same rule.

If, with better teachers and better methods, pupils accomplish in two years what they would in three under different circumstances, there is a great saving, even if the expenditures are the same. The average age of those admitted to the High School last year was fifteen years and one month; the time at which they should have been

prepared, according to the schedule of study, is at the age of thirteen years. Two years, or one-fourth of the time of preparation was thereby added, and the expense of their education proportionally increased. This defect has been still more marked in the lower grades of school. Year before last, the average age of those promoted from the Primary to the Intermediate grade was ten years and four months; or, supposing them to have entered at the usual age, they were five and a half years in accomplishing what is laid down in the course of study for two. Last year the average age was nine years and eleven months, and this year it will be between eight and nine years. In the Intermediate grade the age for promotion is nine years. The average age of the class promoted last year was eleven years and four months.

This is the object which I wish to accomplish. To obtain a more regular attendance; and then, not by increasing the labor of the pupils, but by better methods of instruction and increased facilities for school work, to prepare the scholars of each grade in the appointed time, for promotion. This will be accomplished in some schools this year, and in due time, I trust, in all. The object in this is not simply to diminish the expense of the schools, but that those children who leave school to go to work, and those whose parents make every sacrifice to keep them a little longer in school, shall secure the greatest amount of good possible in the given time. It will be a blessing for life to the boy who leaves school at ten, if, instead of going from the Primary School with only the ability to read in the Third Reader, he goes from an Intermediate School, well drilled in reading, spelling and writing; possessing a fair amount of knowledge of geography, arithmetic, and of those subjects which have been made topics for oral instruction.

The results thus far have been highly satisfactory; but sufficient time must elapse for those now in the lower grades to reach the higher classes, before the end can be fully accomplished.

Parents are not aware how much the progress of their children depends upon regularity and punctuality. Many think that their children can be dismissed when they have recited their lessons, or be absent a day or a half day in a week without serious detriment; but it is a sad mistake. The class has been making progress, and the child has not only the work of to-day but that of yesterday to do; and in almost every instance he drops behind his class, is discouraged, and finally leaves school. When the pupil is impressed with the idea that school duty is of less importance than other duties, and only to be attended to when there is nothing else to do, his day of improvement is past. If the public knew how much of the teacher's time had to be taken from the whole school and devoted to irregular scholars, who

are out of school on every frivolous pretext, there would be a universal demand for legislation upon the subject.

The attendance has been improving each year; and the past year would have shown a far more decided improvement upon former years than it does, had it not been for the prevalence of epidemics in the schools during the last six months.

I have advised the teachers to visit the parents of these irregular pupils, and explain to them the nature of school work and the effects of such a course upon their children. Many have done this and with good results. The parents have not only sent their children with more regularity, but have become more interested in the schools and their work, and more ready to coöperate with the teachers in efforts to improve the schools. The requirement, that those absent five half days shall obtain a permit to go back to school, has had an excellent effect; but no rule or labor of truant officer can be made as efficient or productive of good to the school, as the personal appeal of the teacher to the parent. All however are needed, and all should work together to lessen the great evil of irregularity; for in this more than in any other one way, can the schools be benefited and good progress be secured.

Among a hundred applicants for positions as teachers, ten would be a large number to find who will ever become teachers in the true sense of the word. Many are deficient in education, many more in natural qualifications, and others still in industry and devotion to work. Many seek the position because the pay is better and the hours less than in other employments; and many because—thanks to the worthy teachers who give it character—it is considered more dignified to teach than to work elsewhere. Some claim positions because they are needy; some because they have spent a year or two in memorizing Latin and French; some because their fathers pay taxes, and very few because they have fully qualified themselves for the places. A few are willing to let the question of appointment be decided on its merits; many bring society and personal influence to their aid, and the pressure for appointment is generally in inverse ratio to the qualification of the candidate. The public interests demand that the best teachers which the salary will procure shall be employed.

Social, political or personal motives, should not have weight in making the choice. A thorough preparation for the work should be demanded. In other professions the public can avoid the quack, and employ those who have education and skill; but the children who have a quack for a teacher must suffer; they have no choice. To one who has had experience in a school, and understands not only what is needed, but what is absolutely essential to successful effort, it seems



strange that any one should desire a position for which he must be conscious he is not fitted, and in which he can never be successful. It is true that one teacher in ten thus unqualified, may—after three or four years spent in experimenting, through the whole list of school absurdities, to the loss of time and general detriment to her school—become a good teacher; but the nine will settle down into that most common practice for concealing deficiencies and avoiding labor, the hearing of recitations, and the listlessness of the school will be only equalled by the dullness of the teacher. It is no kindness to a candidate or her friends, to give her an appointment before she is prepared. It only puts her in a place where her efforts will be alike unsatisfactory to herself and her patrons.

As we have abundant and good material for teachers in our own schools, the only question is, how shall they be properly prepared for the work. In nearly every city in the Union the same difficulty has arisen, and has been met in the same way in which it is being provided for here—by the establishment of training schools, and a Normal department to the High Schools.

In the Normal class in our High School, there are eleven young ladies who have completed the three years course of the school; and, at the close of this term, they will have completed a year's work in the Normal department, and will then be candidates for teachers' positions.

This year's work, I believe, has been of the greatest value to them. The branches which they will be required to teach, are those which they pursued in the lower grade of school, and at an age when they did little else than to memorize. During this year, they have not only studied reading, geography, grammar and arithmetic, but they have had illustrated the best methods of teaching these branches; and have been required to explain, step by step, their work, as they would to their own pupils. They have studied the best works on the theory and practice of teaching, and on the management and discipline of schools. I have no doubt that their services will be worth one-third more to the city than they would be if they were graduates from the High School course only. If, in addition to what they have obtained, they could go into a school where they could not only see school work performed in the best manner, but have the privilege of conducting recitations under the supervision of experienced and skilful teachers, for the coming three months, they would be better prepared at the time of annual appointment to take charge of schools. Those who have spent three or six months in the Training School and have received appointments, have exhibited most fully in their schools the benefits of their instruction. Without exception, they have placed

their schools, from the first, among the best in the city. I would most earnestly recommend,—as a measure calculated more than any other to improve the schools, and thus promote the interests of education in our city,—the adoption of some plan for the more thorough preparation of teachers for their work.

A year in the Normal department, and six months in a Training School, would be but a brief period to spend in professional training for so important a trust as that of a teacher of youth; but it would be productive of the highest good to our schools, if none were admitted to examination as candidates except those who had taken such a course in our city, or an equivalent elsewhere. The salary paid teachers is sufficient to command special preparation for the work; and every citizen would favor a system so calculated to increase the efficiency, and thus enhance the value of the Public Schools. No parent would object to his daughter's receiving the benefit of a training, which would render her success more certain and her work more satisfactory.

There may be good school-keeping by a person with a superficial education, but good teaching never. A person with a thorough knowledge of the subjects to be taught, and prepared to present them in the clearest manner; acquainted with the duties of the school-room; with correct theories, and enthusiastic in imparting knowledge, will not only succeed, but will accomplish more in two years, than without such preparation she would in three; and will be worth one-third more to the city. The water in the stream can never rise higher than its source; and the person who has not gone far enough in the fields of science to become an enthusiastic inquirer after knowledge, can never incite pupils to a love of learning. The person upon whom nature has not set her seal of a noble heart and lofty purpose, so that she commands the respect and esteem of society, cannot win the love and respect of children. Such qualities of mind and heart should belong to one who is to exert untold influence upon the pliant minds of fifty children, at an age when impressions are easily made, that the attrition of all the years of human life will not wear away.

I have mentioned some things, which to those unacquainted with schools may seem trivial, but not to those who have had practical experience. I fully believe that a school in a well heated, and ventilated room, surrounded by all that makes school attractive, and well provided with the means for illustration, will make as much progress in six months, as one crowded into a small, unpleasant, poorly ventilated room, without blackboards, globes, maps and other helps, will in ten. Believing thus, I cannot help feeling that money expended in providing all appliances for teaching, is in accordance with true

economy; and if economical for a city in its general expenditures, how much more so for the individual families, who not only pay taxes but provide for their children while attending school.

The Primary course extends through two years. Such of these schools as could be, have been so graded that each room represents one year of the course. As the promotions are semi-annual, this gradation gives two classes to schools thus graded and four to others. Such classification gives not only ample time for recitations, but for general exercises, such as music and gymnastics, oral instruction and object teaching. I have recommended to the teachers to divide all classes that number more than twenty into two divisions, and that no class exercise exceed twenty minutes in length; that, as frequently as every second recitation, there should be some general exercise either in numbers, gymnastics, vocal culture, or object lessons; and that each class not engaged in recitation should have a definite work assigned them during the time of each exercise. The increased interest and improvement from this practice is very marked. The practice of keeping a child sitting with folded hands during all the school-day, with the exception of the few minutes, two or three times a day, in which he is engaged in calling words which he does not understand, I trust is obsolete. Many a fine tree is saved from mutilation, by the introduction into schools of the slate pencil and crayon. The improvement in reading in these schools is very great, and better results will be achieved, as the teachers become more skilful in teaching the sounds of the letters and instruct more by example.

*Grammar Schools.*—Most of the cities in the Union have adopted drawing as a study, and the testimony in its favor is general. From twenty reports at hand I might select such testimony, but I quote only from the reports of the superintendents of Louisville, Ky., and Cincinnati, Ohio. "The importance and necessity of this art to the engineer, architect and every mechanic, must be apparent to every one. It is also a great auxiliary to the study of penmanship. Apart from its leading to higher appreciation of the beautiful, and elevating the standard of public taste, the study of drawing becomes of special importance, when we consider that Louisville is rapidly enlarging her manufacturing interest, and even now needs more intelligent mechanics to direct her energies, and shape her destinies." Cincinnati says: "Astonishing results have been obtained in drawing; specimens have been collected showing a great amount of talent. Some of our pupils have procured employment on the ground of their proficiency in drawing."

We believe that a proper attention to this matter will develop in

our youth talents, otherwise unimproved, which will in time add largely to the wealth and prosperity of our city.

The plan recommended in the last report, and pursued to a considerable extent during the year, of weekly reviews, and monthly written examinations in the different studies, has been productive of excellent results. Pupils have studied the idea more and the language less, have selected the important facts and impressed them upon the memory, instead of over-tasking that faculty with the words used in presenting those facts. These schools are increasing in number. They are the schools of graduation for many of the children. The branches of study are those most important to youth preparing for the active duties of life, and the most thorough teaching of every subject can alone answer the wants and demands of the community. The progress made during the past year is encouraging, still there is much to be done. The teachers possess ability, tact and enthusiasm. They are not afraid of work, but devote hours out of school to the interests of those under their care.

*Factory School.*—This school has succeeded far beyond the most sanguine anticipations of its friends. Difficulties which were anticipated, have not been encountered; good results unlooked for, have appeared in the progress of the work. The children in the mills look forward, as to a vacation, to the time of school, as a relief from the long hours of labor; they take hold of study with earnestness and enthusiasm, and return to their work not only invigorated and refreshed, but, carrying with them school influences, are more attentive and industrious. A class of children are reached and brought under moral influences here, that could not be reached in any other way. Aside from the education which they receive, and which they so much need, other influences are at work, the results of which will in the future exert most powerful sway over them for good, and through them the community of which they form a part.

The school is now organized in two rooms on Anawan Street, under Mr. Charles R. Hicks, as principal, and four assistants, of whom the first assistant, Miss Walker, has charge of the second room with seventy-four pupils. The school-year comprises the fifty-two weeks, commencing the first of January, giving thirteen weeks to each term. This affords time for those who are absent ten or less half days, to make up their time and receive their certificates before the new division enters school. A large proportion succeed in doing this, but a few each term do not get through until the first week of the succeeding term. The number of such, however, grows less, as their parents find that the rule is not three months out of the mill, but three months in school.

The following statistics will give an idea of the working of the school during the year 1869:—

Whole No. received from the mills during the year,	851
Received certificates,	791
Moved out of the city,	33
Kept at home by parents,	10
Not found,	10
Sent to Reform School,	3
Over age and sent back,	5
Certificates furnished children from other schools,	120
Total number of certificates,	1,011
Average No. in school each term,	212
Per cent. of attendance,	89
Average attendance during the first term,	155
“ “ “ second “	183
“ “ “ third “	132
“ “ “ fourth “	200

The certificates issued were of four different colors, viz: Red for first term, yellow for the second, green for the third and blue for the fourth, and were of the following form:

*School Certificate. For the First Term of the year ending March 31, 1870.*

This certifies that \_\_\_\_\_ has completed on this \_\_\_\_\_ day of \_\_\_\_\_ the term of three months in school, in accordance with the provisions of the law.  
Age, \_\_\_\_\_ residence, \_\_\_\_\_ M. W. TEWKSBURY, *Supt. of Schools.*

*Directions.*—This certificate is good until the first of January, 1871. It is to be taken by the overseer when the child is employed, retained during the time he is at work and given to him when he leaves to obtain work elsewhere, or to attend school.

No child, under fifteen years of age, has a right to be employed in any manufacturing establishment, unless he can present such a certificate to the employer.

Certificates of 1869 are good until the child is called out of the mills to attend school in 1870.

Those issued for the current year, are the same in size, color, and form.

In Salem a half time school is in operation for the children at work in the Naumkeag Mill. Those who are pupils in the forenoon are workers in the afternoon, and *vice versa*. Those in school receive two-thirds of the wages paid to the same class of operatives for full time, and deductions are made from wages for absence from school, as for absence from work. Such a system may be, and undoubtedly is the best system that could be adopted where there is but one corporation, and indeed is a most liberal one, as it gives six months schooling without loss of six months pay; but it is evident, at a

glance, that for our city it would be impracticable, as it would necessitate the formation of many schools, and increase greatly the labor and expense. The whole number belonging to the Naumkeag school is seventy-three.

The teachers in our factory school have not only instructed enthusiastically and successfully, but have managed all the details of the work with great accuracy and fidelity. They labor in the full and correct belief, that they are performing a noble and important work for the children, and for the community.

Much of the success of the school is due to the agents of the different mills, who have not only given me their hearty coöperation, but have exerted their influence and authority in carrying out the plans; also to the overseers who have sent out the children promptly, and given the subject much care and attention, in order to insure accuracy.

*Truancy.*—The truant officer reports for the year ending March 1st, the results of his labors as follows, viz:—

Whole No. of truants returned to school, . . . . .	370
Other cases investigated, . . . . .	621
No. arrested and placed in confinement, . . . . .	27
Discharged with reprimand, . . . . .	26
Paid fine and costs, . . . . .	1
Sent to Reform School on complaint of City Marshal, . . . . .	8

This report in comparison with that of last year, shows a decrease in truancy of about fifty per cent. The different school-rooms in the city proper have been visited every day, except at the beginning of each term of the factory school, when the transfer of the pupils from the mills demanded his attention. Mr. Reed has been faithful and efficient in the discharge of his duties, and has cheerfully rendered me assistance in all matters, in which I needed his services. I would say that the work of the position is more arduous than one not acquainted with schools would suppose from glancing at the above table. His experience in the work, and familiarity with the residences and resorts of truants, render his services of more value than those of an inexperienced person could be.

The teachers' meetings have been well attended, and have, I trust, accomplished a valuable work. I have called attention to the defects, and also to the excellences which I noticed in my visits to the different schools; explained the causes of unsatisfactory results and suggested remedies. Methods of instruction and government have been discussed, and familiar lectures have been given upon subjects connected with oral instruction. The influence of those meetings has been to stimulate all engaged in teaching, to a full examination of

theories and methods; to the purchase and study of school journals and works on education; to the adoption of much that is true and beneficial, and the discarding of that which was false and detrimental; and to a generous rivalry among the teachers for excellence in the instruction and management of their schools.

This is an age of cities. The rapid growth of our country in population, the great demand for labor in producing whatever is necessary to the development of its agricultural and mineral resources, with the high prices which have accompanied this demand, have drawn largely from their homes the population of the rural districts. Possessing physical vigor, won in the untrammelled sports of childhood in the country, and principles developed in the pure moral atmosphere of a New England town, they come to the city; and in their eager pursuit of wealth, forget that their children are inhaling the poisonous atmosphere of the streets. The mental and moral training of the child is committed almost wholly to the day school and Sabbath school. However erroneous this practice, the fact remains the same; and upon our Public School training, far more than most think or would believe, depends the future of the rising generation.

In preparing youth for the duties of life, much must be done by our Common Schools; and, although there is no course of moral instruction laid down in the schedule with that for mental culture, yet the community and the State demand that the teachers shall, by precept and example, endeavor to train the children under their charge, in the principles of piety and integrity. The teacher who wishes to be faithful in the discharge of her duties, will not fail to use every opportunity, to develop in the children committed to her charge, truth, honor, virtue, honesty, benevolence, temperance, and all those other qualities, which ennoble the individual and bless mankind; and without which, all mental acquirements become only the weapons with which his vices war upon the best interests of the community.

*Superintendent of Schools.*—M. W. TEWKSBURY.

### MANSFIELD.

The schools in this town have not materially changed from last year. The abolition of the district system cannot be said as yet to have produced in them much, if any, change. All the teachers who taught in town during the summer term, were engaged by the prudential committees in the several districts before the municipal system went into effect, and the town's committee in every instance confirmed the choice already made.

It is useless now to speculate upon the probable effect this change

of system will produce. That some change was necessary was very evident. The legislature saw fit to vest the authority heretofore exercised by the district agents in the town's committee, and it is the duty of all, as good citizens, to acquiesce, until the old system can be again restored, or some other and better system devised. Time alone will test the wisdom of the change; if, however, we may learn from the experience of other towns, we should be led to believe that this change in system would prove beneficial to our schools. It is a fact, I think, pretty well known, that they have not been what they should be. Perhaps, in the rather hackneyed phrase of the reports, they have from year to year made commendable progress. Any progress, I suppose, is commendable, though we have had more or less terms of school in town every year, where it would be rather difficult to tell in what direction, or in what branches of study, any progress was made. I do not suppose any system in itself will prove a panacea for all the evils in our schools. They are not machines which will run and regulate themselves. All their faults cannot be attributed to the system, but partially, at least, to the want of interest apparently felt in their success. They ought to improve each year, and keep pace with the continually advancing demands of the times, in the rapid transition from old and exploded ideas and theories to new developments and improvements.

No male teachers have been employed in town for some time. There is no objection to this. Female teachers are generally the most successful in schools like ours. They excel in tact and skill in imparting instruction, and in respect to discipline and in the maintenance of general good deportment succeed quite as well as the sterner sex.

There have been but few instances where the teachers have felt obliged to resort to corporal punishment. The idea, once so prevalent, that the rod was a powerful incentive in urging the tardy loiterer up the rugged path of knowledge is growing out of date. The teacher who is often obliged to resort to such a measure has mistaken her vocation. Corporal punishment is, at best, a practice liable to great abuse. Sir Samuel Romilly says of his teacher, "many a poor boy have I seen overwhelmed with stripes because our master had a sleepless night, or felt the symptoms of a returning rheumatism."

One teacher will resort to corporal punishment almost every day in the same school and with the same scholars, without having any better recitations or discipline than another teacher who seldom if ever inflicts it, and never will punish except when she deems it absolutely necessary. I do not believe in gentle means quite to the extent of the indulgent mother who said to her stubborn child, "I'll conquer you, you young rascal, if it takes every bit of sugar in the



house;" but I do believe that moral force should be the principal element for the promotion of good discipline in our schools. I have no doubt that they could be as well or even better governed without the rod than with it. Where the fear of physical suffering is the only motive brought to bear upon a child to dissuade him from idleness and vice, we cannot expect a very high grade of sentiment in the obedience. The teacher is a model to her pupils in every respect. They look to her as an example for them to follow, and their conduct out of school will show the training they have received within. One scholar will learn a lesson very easily, while to another the same lesson may be very difficult. The test is the amount of labor a child bestows upon his task. If he does as well as he can, and fails, he needs the sympathy and encouragement of his teacher, and should not have the rod held out as his recompense for doing all he can.

*Superintendent.*—T. E. GROVER.

### NEW BEDFORD.

The impression prevails quite widely among those not familiar with the transactions of the board, that changes in text-books are frequent, and that parents are from time to time subjected to a needless expense in purchasing new books. Excepting the High School, there has been no change in text-books in our schools for the last two years, until the introduction of Warren's geography. Under the impulse of the active and progressive civilization of the present day, improvements are being made as well in the arrangement as in the selection of materials for text-books; the discoveries of the age are incorporated, simpler methods are adopted, whatever has become obsolete is discarded, and instruction is imparted less by burdening the memory with formulæ than by affording exercise to observation and reason. It is the duty of the committee judiciously to make such changes as shall secure those means of instruction which experience has shown to be preferable to those we now have.

Books, like fashions, not only become antiquated, with all else in this age of change and improvement, but, in the hands of our rough and inconsiderate young students, defy the cunning of the binder, and rapidly wear out under such usage. When they must be replaced, it is worthy of consideration whether a better book cannot be substituted. The metric system of weights and measures, which must eventually supersede those now in use, should be in the hands of every pupil, and the arithmetic which best presents this simple system must supplant in time its antiquated rival. When nations cease to change their boundaries; when explorations are no longer made; when dis-

coverers are without occupation; when the world has ceased changing and mankind become fossilized, then we can stereotype our geographies, and replace a worn-out book by one of the same edition. Our modern histories are constantly changing and multiplying. The last decade alone has crystallized a century of history, and we cannot afford to have our children ignorant of this new era of progress, or deprive them of its lessons of loyalty. In physics, also, discovery has followed discovery in such rapid succession, that new sciences have grown up from what were considered rudimentary principles, and the old text-books would only be hindrances now, instead of aids. To the improvements in this respect is largely to be attributed the superiority of our scholars at an earlier age than formerly. The discoveries of a few years since, which then were so wonderful and astounding, are now frequent topics for discussion in our schools, and enter into our common stock of knowledge. Change in text-books is therefore at times essential to the advancement of the schools, stimulating the minds of the scholars, awakening an increased interest, and furnishing alike to teacher and scholar the gratification of novelty and conscious mental progress.

*Primary and Grammar Schools.*—Our Primary and Grammar Schools are in good condition. They are so graded that a comparison may be instituted in different schools between classes of the same grade. Written examinations are required twice each term in the Grammar Schools, and the effect is most salutary. The teachers thus ascertain more accurately the thoroughness or deficiencies of their scholars, while the scholars learn to give expression to their thoughts in accurate language. In the Parker-street school, these examinations have been made, even in music, with the most gratifying results. We feel confident that there has been improvement in most of the schools during the year, while in some it has been of a very marked and decided character. This superiority is mainly due to the zeal and interest of particular teachers, and to that emulation, felt alike by teacher and scholar, in classes of the same grade.

*Graduates of the Grammar Schools.*—One of the most gratifying results of the present system of our graded schools is seen in the increase of the number of those who graduate from our Grammar Schools. The children thus remain in school a longer time, and the community, as well as themselves, are correspondingly benefited. In 1867, the number who graduated from those schools was 148; in 1868, 188; and in 1869, 204; and the aggregate in the present first classes is 227. While the population of the city has not increased, the number obtaining a complete Common School education is steadily increasing. The longer that parents retain their children at school,

the better generally will be their prospect of advancement in life, and the more assured their success.

*Evening Schools and a Mill School.*—The Evening Schools have been established and continued as in the past. They have this year been placed under the charge of male teachers. The attendance does not materially differ from year to year; but they do not obviate the difficulty heretofore and now existing, of providing suitable instruction for the children employed in our mills. When this number is doubled by the expected increase of our manufacturing population, consequent upon the completion of the Wamsutta Mills, it will become necessary to establish a school especially for them, and to effect similar arrangements with the corporation to those made in Salem, Fall River, and other manufacturing localities, whereby proper instruction can be afforded at periods during the year, in such manner as to cause the least inconvenience to employers, and to parents who are dependent upon the labor of the children. We would respectfully request that suitable accommodation for such a school may be seasonably provided, as our Evening Schools are not adequate for that purpose.

*The High School.*—Our High School is in a flourishing condition, whether we consider its numbers or the advantages it possesses. Completing as it does the Common School system of education, it naturally occupies a prominent position in the eyes of the community, not only from the character of the course of study, but also from the fact that here should be found the perfected fruits of that system. Its graduates become in a few years citizens. The majority of them pass from their studies into the active walks of life, and their tutelage ends with the act of receiving their diplomas. The standard of its scholarship should be elevated, and its condition should be scrutinized with jealous care. Our citizens appreciate its advantages, and generally desire that their children should complete the prescribed course. In 1867, the number of pupils was only 180; in 1868, it was 209; and during the past year it has been 255.

The examinations for admission to the school have given rise to discussions in the board of a highly interesting and important character. Whether the standard of preparatory attainment should depend entirely upon the accuracy shown by the applicant in written answers to the comparatively few questions propounded, or whether scholars of the highest class in the Grammar Schools should pass at once into the High School as of course, and without special examination, or whether an unsuccessful written examination should be supplemented by the good standing of the applicant for one or more terms preceding the examination, and he be admitted by virtue of his real fitness thus ascertained under more favorable circumstances,—

these are questions which have engrossed the attention of the committee, and at times of a sub-committee, without the adoption of a fixed policy, and which we leave to be determined by the next board. The High School is supported by the taxes of the poor as well as of the rich. It is a common and popular institution, and its advantages should be afforded to all who have the ability to avail themselves of them. The requirements for admission should not, therefore, be so rigorous as to exclude a large portion of those whose maturity and previous studies would enable them to pursue with advantage the course prescribed; nor, on the other hand, should they be placed so low as, by the shadow of a name, to tempt from the pursuit of more elementary studies those who would be more profitably employed in our Grammar Schools. We trust that the standard may be elevated and maintained, but we cannot rightfully debar from profitable study the great mass, in order to make that school a select but small collection of only our best scholars.

*Chairman.*—A. S. CUSHMAN.

*Annual Public Examinations.*—As the season approached for the annual public examinations, I felt assured that the work of the classes of the Primary grade had been brought so nearly into harmony with the new requirements as to justify me in conducting the examinations in strict conformity with their principles and methods, and thus to afford our citizens a favorable opportunity to judge of their practical operation. Accordingly, I determined to bring each class into equal prominence in the examinations, to assign an equal amount of time to each, and to make that time ample enough to admit of presenting the various methods of teaching in full detail.

I had another important end in view in thus regulating the examinations. I wished to strike a blow, so far at least as our own schools and community are concerned, at the notion which dictates, almost universally, the prevalent ways of conducting public examinations,—that only the graduating classes of the several grades are of importance enough to be subjected to careful scrutiny; that they occupy an exceptionally prominent and peculiar position, a culminating and finishing point in progress, while the other classes are subordinated and inferior; and therefore, while the former must be studiously noticed, and their attainments elaborately investigated, the latter may be put off with only cursory and superficial attention.

The method of examination pursued last spring duly recognized the responsibility of every teacher, and the importance of her work. A full half day was devoted to each class of every school, and the proceedings were conducted with rigid adherence to a programme circu-

lated among the visitors, that indicated not only the various exercises to be presented, but the precise time that would be devoted to each. In addition, the teacher was directed to occupy one-half the time thus allotted, for the purpose of exhibiting her methods and manner of teaching, and the other half was employed by the superintendent in testing the proficiency of her scholars. Thus the examinations were characterized by a clearly defined purpose associated with every procedure, a critical directness of aim, and an orderly method, that made them strikingly effective, and freed them from the verdict usually pronounced on such occasions, that they are superficial and delusive impostures.

And we have reason to believe that they were, on the whole, as satisfactory as they were effective. Although they tested with singular discrimination the abilities and aptitudes of the teachers, the most sustained the ordeal with credit, exhibiting powers and successes that justified previous commendation, and satisfied the minds of those who were present that our Primary Schools—speaking in general terms,—are in excellent hands, and doing a very promising work.

*Defects of Teachers.*—But while we have thus many good teachers, it must be confessed that we have some less deserving of praise; and the peculiar character of the examinations in question not only determined the fact of their defectiveness, but demonstrated the special nature of their defects. Some of these defects, since they involve discriminations that are rarely taken into consideration, it may be useful to remark upon in detail.

Here, then, in the first place, a class appears, whose members have acquired a chronic habit of inattention; and the knowledge they have gained is consequently found to be confused, imperfect and unreliable. At the same time, there is no lack of what is ordinarily termed discipline; on the contrary, there is evidence of system and of order, both. The teacher, moreover, exhibits an accurate familiarity with the best methods of teaching, and a devoted interest in her work. Why, then, does she only partially succeed? It is owing to personal characteristics which are indescribable, yet which so widely distinguish one individual from another as to lead us to say, very frequently, that the really successful teacher is, like the poet, "born, not made." She fails to *magnetize* her scholars. Her personality has no power over their minds. Her earnest and intelligent efforts do not pass over to them, so to speak, but seem to cluster, by a kind of centripetal influence, right about herself, and refuse to be projected into their atmosphere. Now such a teacher, because of her honesty and ardor of purpose, has our heartfelt sympathy, and our earnest wishes that she may happily surmount this obstacle to her full and entire success.

But that she may do so, it is requisite for her to understand precisely its character. At the best, it will be hard for her to make any artificial device that she may adopt, fully supply the place of the boon of nature; and a misdirection of effort, through a want of clear apprehension of her defect, would only serve to increase the difficulty.

Here is a second teacher whose methods revealed her insufficiency, without the necessity of appeal to the condition of her class. For, evidently, one path alone lay clear before her, which she pursued without deviation as far as it directly led, and then was done. Long before the time allotted to her in connection with her several exercises had expired, she had exhausted her mental equipment for her work, and had no more to say or do. She exhibited no apt, vivacious suggestiveness, no fund of intelligence, no store of methods and illustrations, to give freshness and life to her exercises, and place them in varied and attractive lights. Her failure lies in the poverty of her resources. And the class of such a teacher is eminently to be pitied; for no poorer teaching can be imagined than that which is the effort of an ill-furnished and unsuggestive mind. But in this instance the remedy, in part at least, may be easily pointed out and applied. Diligent study upon the topics that occur in the progress of her class, until her mind shall have been stored to fulness with intelligence about them, can alone furnish forth a teacher adequately for her work. It demands a wide range of culture to enable one to teach properly even a Primary School. The object lessons, for example, that constitute a definite and important part of the exercises of such a school, can be given to advantage only by those who are thoroughly conversant with their subjects.

Let that teacher mistrust herself, whose mind does not range immeasurably beyond the text-book; and who does not stand before her class with every lesson, deriving far more aid from her own mental stores than from its pages.

Every teacher, moreover, should be ceaselessly on the alert to ascertain new methods of travelling in the old roads, so as to give the needed stimulus of variety to her teaching. The indifference that overlooks this duty is unpardonable; the self-conceit that despises it is contemptible. It will not do to say, "My way is surely the best way—I should lose by a change." The best way will be made poor when it is so formally and unvaryingly adhered to as to become monotonous, and therefore wearisome. There is almost always more than one excellent way of conducting school exercises, and when two are made to alternate, on occasion, each gains force by comparison, and interest from the influence of change and variety.

I will instance one more cause of failure to achieve the highest

success, viz., the absence of clear conceptions of the specific objects to be accomplished by the various exercises of the Course of Study. There is not one consequent of the requirements in the Course of Study, from a gesture in a gymnastic performance to the solution of a problem in pure mathematics, or the writing of an elaborated composition, that is not intended to effect certain specific results. And everything, in view of high success, depends on an accurate and intelligent apprehension of what that intent, in each instance, may be. A general apprehension, however hearty, is not by any means enough. For one method or branch of study is for purposes of discipline, another for the communication of intelligence, a third to sharpen the perceptions, a fourth to educate the reasoning powers.

For instance, there is the exercise of reading. It involves two distinct processes, intended to serve equally distinct purposes. One is a process to train the mind so that it may comprehend an author's meaning, the other is a process to train the voice so that it may convey to others an intelligent and adequate comprehension of that meaning. Now suppose a teacher vaguely to mingle these two results in her mind, and imagine that training of the one kind alone, will serve all the objects of the exercise; and what a serious loss to the scholars must ensue! This mistake is often made. In many and many a school the reading exercise is confined to a comparatively few rhetorical pieces, under the idea that clear articulation and correct modulation are the main purposes to be gained by it. And this is to render it comparatively useless in all regards. For sense must anticipate sound. How can scholars intelligently apply lessons in elocution, until they have been taught enough of language to understand the meaning of what they read?

We have instituted many changes in our course of study that we confidently trust will prove to be reforms. But a danger exists,—and we are glad to recognize and acknowledge it,—that the spirit of change may be carried too far; and novelties, that have nothing except their novelty to recommend them, be adopted in place of solid realities which no novelties should be suffered to displace on any conditions. There is a still more urgent danger: that new methods of instruction intrinsically valuable and superior, will so command our admiration and enlist our sympathies as to be forced into service far beyond their capabilities of usefulness. A partial reaction has occurred in Prussia against the Pestalozzian system, whose principles are grounded in nature and common sense, and can never be overthrown, simply because their practical application had been carried altogether too far; because the anxiety of the school authorities and teachers to abolish the old-fashioned unintelligent rote methods, to so adapt the exercises

of the school-rooms as to lead the scholars to think as well as to memorize, and to substitute practical illustrations of the topics of study in place of the confusing abstractions to which the scholars had been in good part restricted, all three objects of vital importance, had been urged to such an extreme, that the teachers had become mere lecturers; the scholars, their habits of good hard study broken up, passively receiving an immense quantity of very good talk, that made very little permanent impression. I trust that educators in America will be wise enough to stem the tide of the Pestalozzian system, which is rolling in so overwhelmingly, at just that point where its utmost benefits will be secured, and its defects avoided. Let us have no mere talk on the teacher's part as an equivalent for hard work on the scholar's part. Hard work with the faculties creates sturdy and enduring mental power, just as hard work with the body creates the same quality of physical strength and endurance; and nothing else will supply that grand desideratum.

*Inexperienced Teachers.*—The prompt ability of the great majority of our corps of teachers to prosecute their labors intelligently and successfully according to the new methods,—I speak now more particularly in reference to the teachers of the Primary grade,—has been largely owing to the fact that they were called together week after week in meetings, at which principles were fully explained and discussed, and methods analyzed and practically exemplified, until every part of every subject pertaining to the progressive work was fully understood. The teachers in question, let me remark, gave themselves to this pursuit with a zeal of spirit and purpose that was an assured augury of success.

Only a portion of our teachers are likely to be habitually inspired by so vivid and glowing an ideal of duty as to be ceaselessly laboring to achieve superior successes; while some will tend to drop from the standard attained through the impulse of a temporary enthusiasm, into the monotony of lifeless, perfunctory service. Ceaseless and vigilant oversight and prompting, therefore, would be demanded, even were our corps to remain intact. But the condition of affairs is not so favorable as this. Our corps does not remain intact; but members of it drop out from time to time, from one cause or another, and their places are supplied by fresh laborers, utterly void, it may be, of experience, or of any special training for the vocation, and equally void, it may also prove, of any special endowments or aptitudes.

The interruption, thus occasioned, to the orderly and progressive instructions of our schools, and the corresponding subtractions from the number of teachers who are intelligently and skilfully working according to a common ideal, may be imagined. The evil is, from



time to time, reducing school-rooms that ought invariably to be places where experts are steadily achieving noble results, into mere practice places for raw recruits at the expense of the scholars; and requiring that the process of training the teachers for their work should be gone over afresh with every new accession. Here we have the most serious of all existing drawbacks to a perfect condition of our schools; and it is the more trying, suffer me to say, because it does not seem to be necessary. Every teacher we engage should at least, if inexperienced, have enjoyed the advantage of a course of instruction in one of our admirable Normal Schools, or in default of that, have passed through a season of unpaid apprenticeship in a Training School of our own. Such a school, feasible at any moment, can be established and carried on with admirable results, as the experience of various cities abundantly attests, without requiring one additional dollar to the ordinary appropriation for the schools; indeed, in all probability it would effect a positive pecuniary saving. Why, then, should it not be instituted at once?

But if the present system is still to be continued, I beg the board to aid me in instructing the inexperienced additions to our corps of teachers by a change in the system of payment for their services. Each now receives, from the moment of beginning her labors, the maximum salary attached to the position to which she may have been appointed. She is placed at once, in that particular, on a level with those who have acquired reputation through long experience and confirmed success.

Now let us suppose the salaries of inexperienced teachers to be set at a certain per cent. less than the salaries of those in corresponding positions who have been some time in service and fully approved, to be increased a certain amount at the end of a stated period if there has been evidence of ability and aptness, and at the end of a second stated period to be put at the maximum if entire satisfaction has been given, and what a stimulus to improvement would be created! With what acuteness of observation the methods of the best teachers would be watched and followed; with what busy culture the range of literature essential to a complete equipment for duty would be studied; with what lively energy the work of the school-room would be carried on!

This is not an unsupported supposition. There are three grades of teachers' certificates in some States, and preferment from one to another is made to depend on superior qualifications, according to the plan of which I have spoken, producing all the beneficial results that might be anticipated. And I trust that so simple, ready and effective

a means to neutralize the most serious evil with which our schools have to contend, will no longer be disregarded.

*Writing.*—What is the true standard of good writing, as a school exercise? This question is not so readily answered as may at first be imagined.

I lately read, in a report on the condition of the schools of one of our large cities, that extraordinary attention had recently been given to the subject of writing in those schools; that the previous method of intrusting the supervision of the exercise to the regular teachers had been discarded, and a writing master appointed to confine himself to that single branch. "As a result," the report goes on to state in terms of triumph, "those who have had an opportunity to examine the beautiful specimens sent to the superintendent's office from the schools, need no word of commendation. For it may be regarded as good evidence of success, when the specimens from all the fifty pupils in a room are so nearly alike in the execution of each element and principle of every letter, as to make it difficult to convince persons examining them that they were not all written by the same hand." The class referred to as furnishing the writers of these excellent specimens is an upper class in a Grammar School; and, to my mind, the praise awarded them is decidedly equivocal. For if these specimens were merely studied imitations of a copy, lying before the eyes of the writers while penning them, they were not specimens of actual handwriting; and if, on the contrary, they were fair samples of free handwriting, then they prove incontestibly that the instruction the writers are receiving in their other branches of study is not judicious and complete. There is no truer maxim than that "no person is sure that he knows what he knows until he can write it down." A scholar, for instance, confirms the results of his study only by being able to present the knowledge he has gained intelligently on paper. Especially is this process essential in prosecuting the study of language; for nothing will enable one to add words to his vocabulary, so that he will understand their meaning with precision, and have them readily at command, and to give his thoughts prompt, easy and accurate expression, except abundant practice by means of written exercises. All sagacious educators, therefore, have become accustomed to devote quite a large percentage of the time of the school-room to written exercises in connection with the various branches of instruction. Therefore, in a well-taught school, the proportion of time given to the writing of exercises is so much greater than that given to writing in copy books, even when the latter receives due attention, that the former constantly overbears the latter, and renders it impossible, through the imitative process of the copy books, to destroy the in-

dividuality of the scholar's handwriting. These two ways of writing, let me remark, are very distinct in character. Excellence in one does not necessarily presuppose excellence in the other; and practice in copy books is useful, of course, only so far as it passes over upon and modifies the free handwriting.

But even though it were possible to train scholars properly, and still to instruct them in writing so that, in the language already quoted, "the specimens from all should be so nearly alike in the execution of each element and principle of every letter as to make it difficult to convince persons examining them that they were not all written by the same hand," would such a result be desirable? Do we want all our scholars to write precisely alike, in a graceful, it may be, but a characterless uniformity? It seems to me that a man's handwriting is as much a part of himself as his style of composition or speech, or his manners. We would certainly have all these characteristics toned down and chastened into attractive forms, but we do not want them precisely similar, each to each, even according to the best model; for that could only be through the destruction of that individuality whose distinctions afford one of the prime sources of interest both in persons and in society.

And certainly we would not have our teachers intermit any portion of the written exercises of their school-rooms, on the plea that so much free writing interferes with the good effects of practice in the copy books. That would be like telling a mechanic that he must not use his tools freely, because it will wear the varnish off the handles. The just medium seems to be, to require daily and systematic attention to be given to writing in copy books, enforcing a rigorous fidelity in repeating the copies through all the principles and elements, so as to produce decided effects in modifying the free handwriting for the better. Then, in addition, it must be required that when exercises are written, they shall be executed with as much nicety and precision as circumstances will allow, hints being frequently given that the rules of the copy book writing are to be steadily and thoughtfully applied. Thus we may hope to secure, as I feel confident we are already securing, by such means, the highest results possible in this branch.

I take occasion to remark that the usefulness of the copy books is seriously impaired by the fixed position of the copies at the heads of the pages. By the time that half a page has been filled, the distance between the copy and the line to be written has become so great as to make the imitation an act of memory; the copy not being commanded by the eye at the moment of writing. Of a consequence, the last line of each page is almost invariably more poorly written than the first, and the last third of each page is worse than useless.

*Studies of the first year in the High School.*—There is a prevalent impression that the studies of the first year in the High School are of comparatively slight importance, and the advice is often given to parents that, unless their children will be able to remain long enough to complete at least half the course of four years, they had about as well not send them to the school at all. I lament the existence of this impression. I lament still more to be compelled to confess that it is amply justified by the studies to which the entering class is usually confined. For, in the great majority of instances, Latin and algebra constitute the staple of the first year's work. Little or no systematic attention is paid to the study of the English language. Reading, as a regular exercise, is entirely suspended. Geography is abandoned, and a little history, perhaps, is the only link that seems to connect the studies of the present with those of the past, and with the positive thought, action and needs of the busy world, for which the scholars are preparing.

Now the study of Latin and algebra will prove comparatively worthless to the scholar unless prosecuted long enough to bring him into intimacy with the advanced culture of the one, and to enable him to made application to related subjects of the generalizations of the other. What, then, can a youth gain from such a course of study, if he remain in the school only from a year to eighteen months, as is the case with at least twenty-five per cent. of those who enter the High Schools?

This wrongful state of things has resulted from the false basis on which High Schools have hitherto been constituted, and which has been fully analyzed in a previous connection. They have been chiefly tenders upon the colleges, and their studies have been organized accordingly; the first and second year's work being merely preparatory to that of the later years. No regard has been paid to the fact that a large number are to drop out by the way. No specific connection with the studies of the Grammar Schools has been recognized.

Our new curriculum has been prepared on far different principles. The High School has been set in its rightful place as a popular institution, standing at the head of the Public School system, interlinked completely with the Grammar Schools as a constituent part of a progressive organization, and bound, in duty, to furnish such an education as will be for "the greatest good of the greatest number," in reference to the demands of citizenship and practical life. Its first year's work, therefore, as well as that of every succeeding year, is so constituted, that every month of study may be made a season of positive and lasting profit, no matter at what stage of progress one's connection with the school may cease. For this reason, I feel confident

that we shall soon be able to dissipate the impression I have spoken of, that is injurious equally to the progress of the scholars and the reputation of the school.

*Written Examinations, Analyses, etc., in the High School.*—The new rule, requiring written examinations, in the various studies twice a term, has been applied to the High School since the beginning of the present year, as well as to the Grammar Schools. It is already producing beneficial results; and when it has been thoroughly systemized and permanently wrought into the economy of the school, its benefits will prove even greater than now. It is to be understood here, and wherever else written examinations have been adverted to, as constituting a part of our working machinery, the questions are not intended to be restricted to the dry details of the text-books,—a narrowing and belittling limitation,—but range over those fields of related topics, and to embrace that comprehensive treatment of subjects and details, out of and beyond the text-books, with which every teacher ought to illustrate and enforce the lessons, and by which we can determine how fully and freely the scholars have been taught to think. We do not care to know precisely how much a scholar can remember of the statements of the text-book. But we are deeply concerned to know how far those statements have been assimilated with the vital currents of his intellectual being, and constitute elements of its objective life.

In addition to these written examinations, the use of the pen, in daily connection with the various studies, by way of analyses, epitomes, memoriter transcripts, original applications of abstract statements, etc., will be more and more encouraged. I think it has been a defect of the school that the methods of study have been too exclusively oral. I think that the fruits of instruction have therefore been less clear and well defined than they might have been. But this has not been the result of indifference or neglect; and the interest and willing spirit of the teachers will lead them to welcome any suggestions calculated to improve the character of the instruction and elevate the condition of the school.

*Supt. P. Schools.*—HENRY F. HARRINGTON.

#### PROGRAMME OF THE COURSE OF STUDY FOR THE HIGH SCHOOL.

##### *First Year—Fourth Class.*

*First Six Months.*—English Language and Literature, including progressively, Reading, Syntax, Analysis, Synonymy, Derivations, Prefixes and Affixes, Compositions, Rhetoric, and Logic. Three recitations a week.

Latin in place of English at the option of the scholar.

History, two recitations a week, beginning with the countries most connected by intercourse and events with our own.

Algebra, four recitations a week.

Book-keeping, four recitations.

*Second Six Months.*—English or Latin, as before.

History, as before ; Algebra, four recitations a week.

Book-keeping, two recitations a week.

Physiology, three recitations a week.

Singing, Drawing, Declamations, one or more exercises each per week. Vocal and Physical Gymnastics a few minutes each day.

*Second Year—Third Class.*

*First and Second Six Months.*—English or Latin, and History, as during first year.

Natural Philosophy, four recitations a week.

Geometry, four recitations a week.

Singing, Drawing, Declamations, Vocal and Physical Gymnastics as before.

The girls may elect French or some other approved study, instead of Geometry.

*Third Year—Second Class.*

*First Six Months.*—English Language and Literature or Latin, three recitations a week.

History, two recitations a week.

Trigonometry (elements,) to be followed by Astronomy, four recitations a week.

Physical Geography.

The girls may elect French or some other approved study, in place of Trigonometry.

*Second Six Months.*—English Language and Literature, or Latin, four recitations a week.

Astronomy, to be followed by Surveying, four recitations a week.

Geology, four recitations.

French optional for girls instead of Mathematics.

Singing, Drawing, Declamations, Vocal and Physical Gymnastics, throughout the year, as before.

*Fourth Year—First Class.*

*First Six Months.*—English Language or Latin, three recitations a week.

Normal Reviews of Arithmetic, Geography, and other elementary studies, two recitations a week.

Constitution of United States and Political Economy and History, four recitations.

Natural History, Chemistry, three recitations.

French optional.

*Second Six Months.*—English Language and Literature, or Latin, three recitations a week.

Normal Reviews, two recitations.

Political Economy and History, three recitations.

Botany, four recitations; French, optional.

Singing, Drawing, Declamations, Vocal and Physical Gymnastics, as before.

Scholars fitting for College to have a course in the classics adapted to their progressive advancement.

### RAYNHAM.

Your committee think that decorations in school-houses should be chiefly within, and not, as is often the case, wholly on the outside. A pleasant, convenient and beautiful school-room, will tend to make the children more quiet and orderly, and will cultivate in them a love for the beautiful. Why not ornament this room and make it attractive? Our children spend many more hours here than in our parlors. It has been proved that they will learn faster in a room whose walls are covered with maps, diagrams and paintings, and where the seats are convenient and comfortable, than in a room with hard seats and bare walls. The old objection that Public School children will deface and spoil anything ornamental provided for them, has been proved without foundation too many times to be brought forward by intelligent citizens of the present day. The writer of this report has taught several years in pleasant rooms, having the walls covered with costly maps, drawings and paintings, and never yet had one of these decorations injured. If children see plainly that their pleasure and happiness are regarded in the fixtures and all the arrangements of a school building, they will take pride in keeping things in proper order. This will certainly be true of the more intelligent of the pupils, those who properly belong to the higher department of a graded school.

The committee think that the same economy should be observed in supporting Public Schools, that we use in supporting private ones and academies. Would the citizens of a neighborhood maintain a Private School of ten or fifteen scholars with a teacher of high rank and high salary, when, by carrying their children two miles, they could obtain for them better facilities and pay only a small tuition? Ought the town to pay the expenses of a school of fifteen or twenty, when one of double the number would be better and not cost any more? Schools No. 4 and No. 8, with an average in both together of thirty scholars, have cost the past winter \$235, while No. 2 and No. 5, with an average of ninety, have cost only \$300. A single glance at this fact will show where true economy lies.

*School Committee.*—JOHN M. MANNING, NATHAN W. SHAW, E. B. TOWNE.

## REHOBOTH.

*Irregularity of Attendance.*—Notwithstanding the almost universal complaint that we have so little schooling, more than one-fifth of the whole amount that we now have is lost to a portion of those attending them, the average attendance being but four-fifths of the whole time. It cannot, of course, be expected that every scholar will be punctually in his place, but we believe that great improvement could be made in that direction if parents were faithful in the discharge of their duties to their children and the school, and that tardiness and irregularity of attendance are more the result of habit than necessity. It is difficult to see why, in any community, the children of some families are always punctual and regular in their attendance, while others are as habitually absent or tardy. The loss to the children and school cannot be reckoned by moments alone; it enters into and affects all the interests of the school. If a scholar is absent at the time of recitation, the teacher must either devote special time to the late scholar, or the exercise must be lost for the day; and if absent altogether, the difficulty remains the same. The baneful influence of this difficulty is everywhere observable, embarrassing the teacher and rendering the school less successful than it otherwise would have been. In a school recently visited by the committee, one class in arithmetic, as was especially noticed at the commencement of the term, recited together, and appeared of nearly equal capacity, but at the close were nearly all reciting separately, and, upon inquiry, the committee ascertained that it was almost entirely due to the difference of attendance. In another case, four scholars, of nearly equal capacity, having commenced the term together in geography, were all reciting separately at the close, owing to the same cause, the teacher being unwilling to restrain the efforts of the punctual scholar that the tardy ones might retain their place. Numerous cases of the same character come under the notice of the committee nearly every term. This subject has received much attention throughout the State, and in nearly all the cities and large towns, municipal laws have been enacted compelling reasonable attendance. The State has also authorized the town to make such laws and regulations as they may deem necessary to regulate attendance at school, and the committee are yearly required to report to the State Board whether the town has taken any action upon this subject, and thus far your committee have been compelled to answer in the negative. It is urged by some that this is a matter which concerns parents alone, and with which others have no right to interfere, but it is a universally acknowledged principle incorporated into our system by its founders, that it is the duty of the State to provide for the educa-



tion of all its children as a public good, and it requires that all the property of the State shall be taxed for this purpose; and it is consistent that the same principle would require that all should avail themselves of the means thus provided for their education. It is poor encouragement for the town to increase the length of the schools while that already furnished is so little appreciated. Your committee urge again the importance of more attention to this subject.

*School Committee.*—WILLIAM A. KING, HALE S. LUTHER, WILLIAM H. BOWEN.

## TAUNTON.

*Teachers.*—For some years past all our schools, excepting the High, the Cohannet, and the Weir Grammar Schools, have been solely under the charge of female teachers. The fact that many of these schools were taught by male teachers a portion of each year under the district system which was in force prior to 1865, has afforded some opportunity for comparing the two different agencies of instruction. This opportunity has confirmed us in the opinion that in any school of which we have any knowledge, a good female teacher employed throughout the year is to be preferred to the frequent changes attendant upon the former custom of employing a female teacher in the summer and a male teacher in the winter. A larger number of our winter schools are now well instructed and successfully disciplined than when they were nearly all under the charge of male teachers temporarily employed.

*School Committee.*—ERASTUS MALTY, ANDREW POLLARD, WILLIAM E FULLER, NATHAN S. WILLIAMS, GEORGE D. MILES, HARRISON TWEED, MORTIMER BLAKE, THOMAS T. RICHMOND, SILAS D. PRESBREY.

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## DUKES COUNTY.

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### EDGARTOWN.

Edgartown is one of thirty-five towns in Massachusetts which support a High School without being obliged to do so by law. Although many pupils have been placed in this school by successive school committees, who, perhaps, did not strictly belong here, and who might have been benefited a while longer in the Grammar School, yet no bad results have been manifest; but on the other hand many have

reaped great benefit. But the benefit derived to those who have pursued the higher branches cannot be easily estimated. Suffice it to say, that more useful knowledge has been diffused through this community since the establishment of our High School, than in all time before. Therefore it would be an act of folly to abolish it, and of wisdom to sustain it. As the maintenance of this school has hitherto been a credit, a mark of distinction, a thing that is told of by our citizens abroad, with pride and satisfaction; so its abolition would be a disgrace, would cause the blush of shame to mantle the cheek of every intelligent, patriotic inhabitant of the town, both at home and abroad.

Finally, we believe the money expended on our High School, though deemed injudicious it may be in some instances, has been well invested; has produced as great a dividend, if we may so term it, as the same amount invested in any other way. It has been in operation about sixteen years; and we can already count among its alumni members of all the learned professions; also, editors, many successful teachers, merchants, mechanics, artists and others. It would be impossible to abolish the High School without depreciating the value of property in the town by many thousands of dollars. This is true, although some may fail to comprehend it. Men of property, think of it.

*Grammar School.*—As many finish their school days here, it becomes important that it be made as good as possible. Physiology, drawing, composition, and book-keeping by single-entry, might be introduced with benefit, even if it should curtail some of the time now devoted to grammar, geography, and arithmetic. The great desideratum in the acquisition of a practical knowledge of this latter branch, is to become expert in reckoning. If a person is able to add, subtract, multiply and divide with rapidity and precision, he will not fail to make himself competent to transact almost any business requiring computation, that lies in his way. This expertness must be acquired by practice, and not by poring over arithmetical puzzles day after day for a series of years. Let the teacher exercise the scholars in the four fundamental rules until they can readily and rapidly perform those operations, and they will easily acquire enough of arithmetic for all practical purposes.

Grammar is another prominent study and occupies a large share of attention. The time does not seem to have arrived for dispensing with text-books on this subject, although neither elegant diction nor even agreeable conversational powers can be acquired by studying grammatical rules. Spoken and written language both necessarily preceded the grammar book; and both must be learned independent, in a great measure, of its use. A good style of writing or speaking can

be acquired only by familiar intercourse with men and books of the requisite character; therefore while the use of text-books is important as an aid, something more is necessary in order to the best use of language to express our ideas.

Geography is also admitted to be one of the essentials of school life. But a great improvement will be made in teaching this branch, when it is done for the most part orally, illustrated by maps and globes; instead of the useless verbiage of the text-books now crammed into the heads of children.

It is to be hoped that our legislators will, ere long, take pity on the little martyrs in our schools, and appoint a commission of competent persons to examine and select a set of suitable text-books, beginning with the Primary department. We should not then be continually bored with new books no better than the old, and in many cases not so good; where the author trots out some hobby in the shape of a remarkable list of geographical names, that few besides himself ever before heard of; or, perhaps some new rule of grammar in which the author has succeeded, with extra effort, in attaining the climax of ambiguity; or, perchance, some arithmetical phrase, which cheats the learner into imagining that he understands something of which he is still entirely ignorant.

*School Committee.*—JOHN PIERCE, FREDERICK P. FELLOWS, SAMUEL OSBORN, JR.

### TISBURY.

*Attendance.*—The attendance has been above the average of other years, which is certainly very pleasing to your committee, and we doubt not the intelligence by every parent and guardian will be hailed with no less delight. There are many ways of accounting for this "good attendance," but our limited time and space will not permit an elaborate presentation of causes and reasons.

As a rebuke to some of the friends in the town whose objections have been of the rankest character against expending a little of the town's money in repairing, improving and beautifying the school-houses in the town, we here take occasion to respectfully express our views. We firmly and candidly believe that for every dollar any town expends upon its school buildings, or any of its educational interests, as its reward it reaps fourfold. In fact, the returns and compensation cannot be overestimated.

The inquiry comes, in what do the returns consist? How do we get a compensation for money so expended? We answer in brief, not citing every way in which we are rewarded, nor covering the whole ground. Here we give one great, good and grand compensation,

“good attendance.” The past year, more particularly during the last half, the average attendance on our schools has been above that of any previous year. We ascribe this good attendance to the attractions presented by the neat and cosy appearance of the interior arrangements of our school-rooms. We ascribe, also, progress in studies to “good attendance” and experienced teachings.

Regular attendance is as necessary to progress in studies as progress in studies is due to good attendance. Without the last we cannot have the first, and without the first we cannot have the last. We have come to the conclusion that without “regular attendance” we have neither study nor progress,—nothing but ignorance and stupidity; hence we desire to impress upon the minds of parents and guardians the necessity of seeing to it that the children under their charge attend school regularly. Should sickness or anything unavoidable overtake the scholar to prevent attendance, then of course we should urge no claim; but on the contrary, we should deem it a part of our duty to overlook and excuse.

Again, we appeal to parents! Do not permit your children to make a wanton, wholesale waste of precious childhood and youthful hours; hours when their young and tender minds are so susceptible to valuable, high-toned and intellectual truth; hours when life is young, when hopes are bright, when with the mind they can grasp and retain those educational elements which shall be to them, and not to them only, but to those with whom they may become associated, a lasting good and a lifelong benefit. Again we say, do not let them idle away these golden moments.

*School Committee.*—D. A. CLEAVELAND, THADDEUS LUCE, J. H. LAMBERT.

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## ESSEX COUNTY.

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### AMESBURY.

If the citizens of the town, who are always ready to vote money liberally for the building of commodious school-houses, which are in part but outside show, would annually appropriate a small sum for the purchase of maps, charts and apparatus, many studies which are now a collection of dry, uninteresting facts, would become animate with life, and the usefulness and excellence of the schools would be much increased thereby.

A large proportion of the absences in all the Primary Schools is occasioned by truancy, as it is often the case that both father and mother are employed in the mills, and the children are left free to roam at large without restraint. It is quite time that such ones should be arrested in their downward career by the strong arm of the law, and could a suitable person be appointed by the town as truant officer we believe that this evil, now alarmingly on the increase, might be at once very much checked, if not entirely suppressed. Such an officer might seldom be called upon to exercise his lawful authority, yet teachers and committees would have a power in reserve to be called into action after all other means for reformation had failed.

But however faithful teachers may have been in their work, the time which most of the schools have been in session has been so short that less has been accomplished than is desirable. Six months, giving but two terms of twelve weeks each, is a very short time to be devoted to educational purposes in a year. It leaves long vacations in which much is forgotten, and the pupil has to go over the ground again, thus occupying the first few weeks of the succeeding term in re-learning what should be remembered.

The addition of one month to those schools which have usually kept but six months, giving two terms of fourteen weeks each, would be of great service to them, and would not very much increase our school appropriations.

*School Committee.*—JOS. MERRILL, GEO. W. NICHOLS, JAMES H. DAVIS.

## ANDOVER.

The town system of organization was adopted three years ago. It has been attended with very satisfactory results. Three school-houses have been built and old ones have been remodelled and so improved that comfortable and convenient accommodations have been provided for nearly all the schools. The privileges and school accommodations have been equalized. The shorter schools have been lengthened, so that there are now for each school three terms of twelve weeks, making the aggregate of thirty-six weeks for the year, which is regarded by the best educators as the maximum time which can be profitably devoted in any one year to close study. Each school is placed under the supervision, so far as possible, of experienced and permanent teachers.

Simultaneous with the town system the graded system was introduced. It was of great benefit. A school graded according to age and attainments will make greater progress and proficiency than would be possible in a mixed school, however well conducted. In a mixed

school there are of necessity many classes. Let it be properly graded and the number of classes will be reduced one-half, and consequently there will be double the time for drilling the school and explaining the studies in each class.

*Spelling Match.*—The sixth annual spelling match of the scholars connected with the Public Schools for the Draper prizes took place at the Town Hall. The audience present was unusually large, completely filling the hall and gallery, and the interest manifested throughout equalled if not exceeded that of any former similar occasion. Dr. Frank Wells and George H. Poor, Esq., of this town, and Gilbert E. Hood, Esq., of Lawrence, were the judges, and performed their duties with the utmost fairness and impartiality.

The first class consisted of those under ten years of age, who were to spell from the first fifty pages of Sargent's Pronouncing Speller. Competitors, fourteen boys and thirteen girls. Lilla Bailey, Osgood district, spelled forty-six words without missing, and had the first prize, "Hawthorne's Holiday Library," twelve volumes. Simon Flynn, Ballard Vale district, spelled forty-five words correctly, and took the second prize, "Farming for Boys." Frank B. Holt, West Centre district, spelled forty-two words and received the third prize, an autograph album.

The second class was for pupils under twelve years of age, in the first seventy-five pages of the Speller. Competitors, ten boys and twelve girls. Thaddeus C. Kennison, Osgood district, spelled forty-nine words without missing and obtained the first prize, "Chellis Stories," three volumes. Grace A. Bancroft, Scotland district, took the second prize, "Our Dumb Neighbors," and Lizzie E. McMillan, Village district, received the third prize, an autograph album.

The third class was for all scholars without regard to age, words from any part of the Speller. Competitors, fourteen boys and seventeen girls. First prize, "Lindendale Stories," five volumes, to Georgianna Chase, Osgood District. Second prize, portmonnaie, to Laura A. Ames, West Centre district. Third prize, "Shakespeare," to Thersa Chase, Osgood district.

In the last trial open to all scholars to spell miscellaneous words, there were for competitors, nine boys and twenty-two girls. The prize, a rosewood writing desk, was given to Georgiana Chase, Osgood district.

It will be seen that the first prizes were taken by scholars from the Osgood district. In the distribution of prizes it was suggested by some one that Shakespeare might not be so appropriate for Miss Thersa as a beautiful writing desk, which was offered her, but she chose the former, very much to the gratification of those overhearing

the conversation, who thought her not only a superior speller, but possessed of other good mental qualities. In the last class, the word as-sa-fœt-i-da swept off the whole range of boys and made fearful havoc among the girls. Of the several divisions, the first, embracing those under ten years of age, elicited the most interest, and it was very exciting to watch the little folks as the words passed around, and when but three or four were left standing, the spectators would involuntarily whisper, "That is a noble little fellow," and "That is a remarkable little girl." One could hardly refrain from becoming deeply interested in those who bravely sustained themselves while others were falling on their right and left.

As Mr. Draper has no children of his own it is certainly very commendable in him to take such a lively interest in the education of other people's progeny, and it is manifestly evident that his efforts have proved successful in exciting a very beneficial emulation in the matter of spelling. The value of the prizes this year is more than thirty-two dollars, and the aggregate of all his gifts for this object exceeds two hundred dollars.

*School Committee.*—HENRY S. GREENE, GEORGE FOSTER, E. FRANCIS HOLT.

### BEVERLY.

*Physical Exercises.*—It is a gratifying and encouraging fact, that in many of our schools some system of physical exercise is employed. No time during the entire day is spent to better advantage. No exercise pays better, in whatever aspect it be viewed. The lower grades of schools, perhaps, receive greater benefit than the higher, but no grade can afford to do without it. It furnishes a healthful and agreeable recreation after the weariness of close application to study, or the tedium of sitting still. But it is asked, "What is the necessity of this sitting still?" I answer, that the work of the school-room is of two kinds; study, or the learning of lessons, and the recitation of the same. Now, even if it were true that children have sufficient power of concentration to prepare lessons where there is noise and confusion, it is impossible to hear recitations under such circumstances. But I do not regard this necessity as in itself an evil; the evil, where it exists, arises from requiring the same position for too long a time. Now I would have even Primary scholars sit still, but only for a few minutes at a time, perhaps not more than ten. Sitting still is a necessary part of a child's discipline, and I would have it enforced for this reason, even if there were no other. Frequent changes are what children need, and the change from motion to rest is just as really a change, just as really a recreation, as the reverse. But to return to

the subject. These exercises may be of little value. If they are engaged in by only one-half of the pupils in a sluggish, indifferent manner, no two making the same movements at exactly the same time, little good will result. The teacher should enter into the exercise with interest, yes, with enthusiasm; should see to it that every scholar is engaged in it; and should insist upon the utmost promptness and precision. In this way, physical exercises become a valuable disciplinary agent. Prompt and accurate bodily movements induce prompt and accurate mental movements. System in action and thought has a reactionary influence upon both. It is also a disciplinary agent in another sense. In those schools where systematic bodily exercise is employed I verily believe that many floggings are saved. Closely allied to physical exercise, in its influence upon the minds and hearts, the health and discipline of pupils, is vocal exercise.

*A Course of Study.*—Your Superintendent is of the opinion that quite a stimulus would be added to pupils and teachers in all grades of schools below the High, if a regular course of study were marked out for their guidance. If every teacher, beginning with the lowest Primary, should receive a list of the studies to be pursued, and a statement of the amount of work which each grade is expected to perform, a feeling of greater responsibility than is now felt would exist, especially in the Primary and Intermediate Schools. The teachers of these schools are presumed to have very little direct anxiety about the final preparation of their pupils for the High School. This anxiety is first felt in the Grammar School, and it increases as the day for the examination of candidates approaches. However intense this feeling may become, if, in the early part of the course, it may be away back in the Primary School, much less was accomplished than ought to have been, perhaps it will be impossible to fit these pupils for the High School in the time allotted. A printed course of study might not produce in the minds of teachers and scholars any special interest in the High School, but it would create a desire to accomplish what was assigned them to do. By the ability or inability to perform the work would the teacher, in a measure, be judged. In assigning the amount to be done in a certain time, I would advise that a wide margin be allowed for that instruction which every earnest and wide-awake teacher gives to her pupils,—that outside of text-books. It is sometimes the case that good teachers have been driven into the slavery of text-books by the great amount of book-work required, and by the popular demand.

One of the chief reasons why so small a number has been found fitted for the High School in years past is, not that the standard of admission is too high, because if you have a High School in character, as well as in name, you cannot lower this, but simply that they have



not been fitted in the lower schools; and this has been much less the fault of teachers and pupils than because of a lack of system.

*Attendance.*—I conceive that the duties of the school constitute the regular business of the child so long as he remains a member of the school. All other work should be made subordinate to this. If parents allow a son to become clerk for some tradesman they do not feel at liberty to keep him from his employer one or two days every week. If errands are to be done in the morning, he is not expected to do them unless he can do them and still be on time at his employer's office. So with the scholar; parents should feel no more at liberty to interfere with his regular business. If the pupil can be of any assistance to his parents by running of errands or by doing any kind of work, without seriously interfering with school matters, it is all very well; but let school duties take precedence of all others during term time. But the question is asked, "Has not a parent the right to keep his children from school to assist him, if he chooses?" He may have the power; but I am speaking not simply of legal rights and obligations. The father of the boy who is learning his trade with a neighboring carpenter may keep his son from his business one day in a week, or cause him to be late mornings until his employer discharges him, but such a course would not be for the best interest of the father or the son. For, whatever is for the best interest of the child is for the best interest of the parent; and so universal and deep is parental affection, that we conclude at once that whatever will conduce to the permanent advantage of the former will, without question, be granted by the latter.

When the people shall see that the efforts of the teacher and committee to secure the highest possible percentage of attendance are not efforts to take away their rights; when they shall see that all rules adopted to secure the same end are not intended to oppress them, then we may look for much better schools.

*Superintendent of Public Schools.*—L. F. DUPEE.

## BOXFORD.

*Attendance.*—Irregularity of attendance is a great drawback on the progress of our schools. If the evils resulting from this were more fully comprehended, it might produce an improvement of great value. If scholars are absent from school for two or three days they lose the recitations, and too frequently, the studies, which their classes have been over during that time. This is no slight loss, as on their return they may very likely find that some important subject has been passed over during their absence with which they are not familiar, and in

consequence are unable to proceed with their classes in what they are now doing, and the teacher may have so many recitations to occupy the time, as to be unable to give a single scholar the benefit of a separate recitation. Upon this follows the delaying of the whole class, until the lost ground can be regained, and when such interruptions are frequent, they tend greatly to lessen the good results of a term of school.

A question which calls for serious consideration, is, whether the interests of the town and of its schools might not be promoted by a reduction of the number of schools. No reduction has been made by us, and therefore we cannot speak from experience of the feasibility of the plan, but observation has strengthened our conviction that a smaller number of schools conducted upon liberal principles, would be of much greater benefit to our scholars than such as they now attend. We are aware that in advancing this we are advocating an unpopular idea; still we are confident that should the plan be adopted, a few years' experience would demonstrate its wisdom. An aggregate amount of over eighteen hundred dollars has been expended the past year, which we consider a liberal allowance for a town containing no more inhabitants than this, and which would be a sufficient sum for the maintenance of two or three excellent schools. The services of a better class of teachers might be obtained than we can now secure at the present low salaries, and there would be a prospect of retaining a good one for several terms, which it is rarely possible to do now, for the reason that more lucrative positions may easily be obtained elsewhere. A continued change of teachers operates unfavorably upon any school, even though each teacher may possess fair, and even good ability. Each one has a favorite mode of instruction, and it requires time for the scholars to assimilate the different systems, so that it may almost be said that teacher and scholars spend the first part of a term in undoing to some extent the work of the previous one. By retaining a teacher, this difficulty is entirely obviated, and the work can at once progress from the point where it was discontinued at the close of the previous term.

By a reduction of the number of schools, and centralizing the scholars, a system of grading might be introduced, which would be a great improvement on the course now pursued. At present the number of recitations attended to in one day often exceeds the number of scholars in the school; and there are sometimes six or seven classes in one study. With so much to occupy the time, it is impossible for the teacher to devote much time to any recitation. By reducing the number of classes, and allowing no scholar to enter a division

unless fully qualified, the teacher could find more time to dwell on the different topics at each recitation.

*School Committee.*—SAMUEL KIMBALL, THOMAS P. DORMAN, GEO. W. CHADWICK.

### BRADFORD.

What shall secure the proper discipline of the school? We answer, the authority of the teacher, exercised in kindness, and with a true interest in the welfare of the child. The law assumes that the minor child is under the control and government of the parent, and when such child passes from the home of the parent to the school-room, the authority of the parent is transferred to the teacher. The government of the school-room is parental in its nature. What a parent has a right to do to secure obedience, a teacher has a right to do for the same purpose within certain limits, and both are held accountable to the law for any abuse of their authority.

The state has an interest in the children which it entrusts to school committees. Their office is supervisory in its nature. They are, so to speak, the public guardians of the scholars, who are the foster-children of the State, soon to become its citizens. The question may naturally arise, what means shall teachers employ to maintain their authority and secure obedience? We answer, whatever means a wise and judicious parent may employ, always keeping in mind the highest good of the child. And we believe that most cases of difficulty in regard to discipline in our schools could be avoided by a proper understanding between parents and teachers.

It should be understood that in the school-room more restraint is necessary than in the family; that study is not a natural but an acquired habit, often irksome to the young mind; and that no obedience of a child to a parent can ever be a substitute for the obedience of a pupil to a teacher. The authority of the teacher must control the school, and such authority must be respected by the scholars as existing in the teacher, and must be acknowledged by the parent, and supported when necessary.

We think it important for parents to understand the mode of discipline which their children are subjected to. This can be best known by visiting the school-room often and conferring with the teacher. Parents should be careful how they receive testimony from their children concerning their behavior at school, remembering that their children are interested witnesses. The views of the committee upon the use of physical force—corporal punishment—as a means of discipline, have been expressed in former reports. Several instances have occurred during the year, when it has seemed better, after a trial of

other means, to enforce obedience by the employment of judicious corporal punishment, than to remove the scholar from school.

*School Committee.*—H. E. CHADWICK, S. W. CARLETON, C. B. EMERSON.

### DANVERS.

The question of the point at which the standard of admission to the High School should be fixed, involves many difficulties, and is one with regard to which your committee cannot profess to be wholly clear in their own minds. We have followed thus far the general principle of keeping the school nearly filled, and thus of securing its advantages for the largest possible number,—our aim being not to make the best possible school, but to make the school most useful to the children of the town. In applying this rule, we have supposed that to raise the standard of admission to a point much above that at which it has in fact been held, would shut out a great number of those whose parents would not feel able to keep them in school for a longer period than that now required. But we feel the full force of the considerations that lie on the other side, and we should be very glad to be convinced, that with the requirement of another year in the Grammar Schools, the High School might still be filled. This change would be accompanied with advantage also to those pupils whose attendance would not in any case go beyond the Grammar Schools.

Our attention has been turned also to the effect of our present High School system in the case of those who fail to pass the requisite examination for admission. The public has as much interest in the education of these children as in that of any others. And their rights are not less because they may learn less rapidly. It may be said, indeed, that their opportunities for study in the Grammar Schools remain unimpaired, and that these are suitable to their attainments. But this is not quite true. For they suffer a peculiar and often serious discouragement in seeing the removal from them to another school of their more forward classmates. And then these Grammar Schools have their limited and low range of study. No classes are formed, as a general thing, to pursue any of the higher branches. Yet these scholars thus left behind might find as much profit, relatively, in these branches as in any others. Some of them too, are of great practical importance; such as physiology, natural philosophy and physical geography, to mention no more. It does not seem altogether proper that the personal and public benefits to be secured by instruction in these branches, should be limited by the ability to meet certain tests in scholarship; or, in other words, that the State should furnish these opportunities only to those who are quickest to learn.

For this evil we are not prepared to suggest any fully adequate remedy. Perhaps it must be borne with as a necessary incident to a system, not in the nature of things, capable of being brought to absolute perfection. We should be glad, however, to be able to introduce into our Grammar School course a certain number of these higher studies, and should look for a great benefit to be thus conferred on the many who, for various reasons, will never enter any school of more advanced grade.\*

*School Committee.*—CHARLES B. RICE, RUFUS PUTNAM, A. S. HOWARD, ANDREW NICHOLS, I. W. ANDREWS, W. W. EATON.

*By-Laws of the Town of Danvers, in relation to Truant Children.*

SECT. 1. Any child, resident in the town of Danvers, who, while a member of any Public School in the town, shall absent himself or herself from said school, without the knowledge or consent of the teacher of said school, or of his or her parent or guardian, three times on three different days, within the period of three months, or shall, within the period of one month, be six times wilfully tardy at school without sufficient excuse from his or her parent or guardian, shall in each case be deemed and taken to be an "habitual truant."

SECT. 2. It is hereby required of each child, between the ages of seven and fourteen years, resident in the town, to regularly attend some school or institution for instruction, unless engaged in regular occupation; in such case, such child so employed shall annually attend some school or institution for instruction, at least twelve weeks, six weeks of which shall be consecutive; and any such child who shall wilfully and without any just excuse, neglect and fail to comply with the requirements of this by-law, shall be taken and deemed to be an "habitual truant," and liable to be punished, or otherwise dealt with as such.

SECT. 3. Every child who shall, upon complaint duly made, be convicted of being an "habitual truant" under these by-laws, shall be punished therefor, by a fine not exceeding twenty dollars, or be committed to any one of the institutions, provided by the eleventh of these by-laws for such time not exceeding two years, as the trial justice before whom the complaint is tried, may determine.

SECT. 4. Any child between the ages of seven and sixteen years, and residing in this town, who shall be found wandering about in the streets or public places of the town, having no lawful occupation or

\* It might be mentioned, also, that the committee have for a long time been accustomed, in conducting the examinations for admission to the High School, to give some consideration to age. A scholar who was so old that it was probably his last chance of entrance, and who had come short of the standard by but a little, would be likely to be received.

business, not attending school, and growing up in ignorance, shall upon conviction thereof, be punished in the same manner as provided in the third section of these by-laws for "habitual truants."

SECT. 5. The town shall, at their annual meeting, choose three or more suitable persons to act as "truant officers" for the town, and they shall receive such compensation for their services as the town may determine.

SECT. 6. It shall be the duty of such "truant officers" to inquire into all violations of these by-laws, and do all the acts required of them by the laws of the Commonwealth; and they alone are authorized, in case of violation of these by-laws, to make the complaint and carry into execution the judgment thereon.

SECT. 7. It shall be the duty of the teacher of any school in the town, who knows of any case of "habitual truancy" in his or her school, to give immediate information thereof, to one of the "truant officers" of the town.

SECT. 8. All complaints for offences under these by-laws, shall be made before any trial justice in the county of Essex, or police court in the county.

SECT. 9. It shall be the duty of every "truant officer," before making any complaints for offences under these by-laws, to notify the offending child and his parent or guardian, of the offence committed and of the penalty thereof; and if the "truant officer" can obtain satisfactory pledges for the restraint and reformation of the child, he may in his discretion, forbear to prosecute, so long as such pledges are faithfully observed and kept.

SECT. 10. It shall be the duty of the "truant officers" to keep a full record of all their acts and doings, and make annual report thereof to the school committee, who shall publish the same with their report.

SECT. 11. The State Reform School at Westborough and the State Nautical School and the State Industrial School at Lancaster for girls, are hereby, at present, provided and assigned as the institutions of instruction, house of reformation, or suitable situations mentioned in the section second of the Act concerning "truant children," and absentees from school, approved April 30, 1862, being chapter 207 of the Acts of 1862, and second section thereof.

SECT. 12. Nothing in these by-laws shall be construed to control or impair the obligations and duty of teachers to enforce punctuality and regularity of attendance, and to preserve good order and discipline.—*Adopted March 16, 1868.*

## ESSEX.

We do not think that any argument is necessary, and yet we would say a word in favor of the early New England use of the Bible in school—we say the whole Bible, Old Testament and New—not necessarily read in course, but by selections to be made by the teacher one day in advance. Let one or two of our early statesmen speak a word upon the subject. “I will hazard the assertion,” said Fisher Ames, “that no man ever did or ever will become truly eloquent, without being a constant reader of the Bible;” and he greatly lamented the prevailing disuse of it, even then beginning in the schools. He died in 1808.

“Here is a book” said the great Patrick Henry, who died in 1799, “worth more than all the other books that were ever printed; and yet it is my misfortune never to have found time to read it, with proper attention and feeling, till lately. I trust in the mercy of Heaven that it is not yet too late.”

It was by no means the intention of the committee to enlarge upon this topic, and yet, as it has occupied so small a portion of former reports, we beg leave to ask whether the regrets of a man like Fisher Ames, in the maturity of his life, on the disuse of the Bible in school, are not worthy of our regard. The fact of its having become to some extent a sealed book in the schools may also suggest to thoughtful minds one cause at least of the feeble results of the schools in a moral point of view, as well as one of the causes that necessitates the frequent uses of the rod.

Can any reasonable man doubt, that on some of those tedious days which will occur in the best of schools, when lessons become irksome and the use of the rod is imperatively called for, the school would become calm under the reading of some beautiful scripture narrative, like that of Joseph sold by his brethren; the offering up of Isaac; the translation of Elijah; David and Goliath; the Hebrew children in the furnace of fire; Jonah in the whale's belly; Daniel in the lion's den, or numerous others?

*The let-alone System.*—Some topics, from their importance, need to be presented in almost every school report; and prominently among these is what may be called as above, the let-alone system. It is but a short time since we saw printed the memorable words, “Insubordination is never seen in a school which is frequently visited by parents and friends.” A writer in the “Salem Gazette,” in 1862, speaks of this chronic complaint of letting alone, in respect to the Salem schools, as being “tremendous.” Some, however, who neglect the school in its progress, and at the time when their cheerful presence would be use-

ful, appear to think they make all right by being present at the last examination, which is, in fact, no time to witness the substantial improvement of the school, but rather, in the Primary School especially, to see a show off of pretty dresses.

*Encouragement to Teachers during the Term.*—Words of encouragement spoken by parents to the teachers may do more than all other influences combined. It is true, there are two classes of minds among teachers, and the same words may produce very different effects on each. Thus, if approbation be addressed to a self-satisfied teacher, he turns it all into poison by saying to himself, “Well, I find I am giving satisfaction, why should I do any more than I am doing?” A different teacher will reflect thus, perhaps: “I discover in the friendly words of approval which I hear, that there is reason to think that a greater effort on my part will certainly be appreciated, and if so that effort I will put forth.” And who can imagine what results might follow! Again, teachers of honest purposes need encouragement early in the term, and indeed all through it, if we would have good schools. Dr. Samuel Johnson’s famous letter to Lord Chesterfield is in point and is worthy of a place even here; in short, it will repay for many perusals. It is too lengthy for a full insertion, and must be greatly impaired by the abridgment. We only insert the close, as going to show the effect of delayed approbation, viz.: “The notice which you have been pleased to take of my labors, had it been early, had been kind; but it has been delayed, till I am indifferent, and cannot enjoy it; till I am solitary, and cannot impart it; till I am known, and do not want it.”

And who can tell what discriminating approval on the part of parents, not fulsome adulation, might not have done for one of our schools, which came to a too speedy close, and for another which many desired to have closed before it was, but which nobody had the courage to demand. A father desires the schools to do all that is possible to have them do for his children. How shall this be effected? By increasing the town’s appropriation of school money? That would be something, but go and turn the teacher’s winter into glorious summer, as kind words rarely fail to do. This will in most cases do it. We hope this suggestion relating to the importance of encouraging teachers, from the beginning to the end of school terms, will hereafter be acted upon by all who desire the best good of the schools. Of the past it is too late to speak, but a glorious future is before us, if we will but make it so. There is not a vessel builder in the yards, man or boy, but will put in better strokes and more of them, from the interest manifested in the work which he sees in the eye and hears in the voice of the owner. If, then, we want the schools to do more, en-



courage and cheer on the teachers early and late, and encourage and cheer on the scholars, with the same hearty good-will.

*School Committee.*—DAVID CHOATE, EDWIN SARGENT, NATHANIEL BURNHAM.

### GLOUCESTER.

Of the twenty-three teachers who entered into our service in 1869, and remained at the close of the winter term, ten had never before taught. One of these was a graduate of the Salem Normal School, two had been members of that school, four were from the teachers' class in our High School, two had enjoyed a partial course of instruction in that school, and one had only attended a Grammar School. These facts are suggestive. The frequent changes, and the employment of so many young and inexperienced teachers, serve chiefly to explain why it is that some classes and some schools are below the standard of excellence which we aim to reach in all. It is important, too, to notice the fact that about one-half of these teachers passed directly from our High School to the work of instruction; and as it is manifest that we must look to this source of supply for candidates to fill future vacancies, we should adhere to the rule we have established, requiring every graduate who proposes to teach in town, to remain in the school another year to gain a thorough knowledge of Common School branches of study, and of the best method of aiding the young in the acquisition of it.

I must say a word again about geography. Since the adoption of Guyot's books for use in our schools, an "Elementary Geography" has been added to the series, which I think better adapted to a class of beginners than the "Primary," though the latter is an admirable book "to be read and talked about, to accompany and direct oral instruction." The study of the Common School Geography of this series has been pursued with good success. In the examinations, I have found many scholars who could, on slate or blackboard, draw from memory, quickly and with a near approach to accuracy, maps of the continents they had studied, and had gained a good knowledge of their chief physical characteristics, coast outlines, most important countries and cities, and of their people.

These books, like all school geographies, are only a framework; it is left to the teacher to build up and finish the structure. Guyot can give only a few lines to the great river of our country; the teacher must add details of striking and interesting facts concerning it. He must dismiss the Nile in the same way, but the well-informed teacher will draw the pupils' attention to the remarkable fact that, though Moses floated on its surface so many centuries ago, its source has re-

mained hidden to recent times, and has not yet been explored. She will also, in an oral exercise of fifteen minutes, secure to them a knowledge of the wonderful works of man to be found on its banks, that will remain in their minds a valuable possession forever. I feel quite confident that teachers who can so teach geography will be furnished by the present teachers' class in the High School.

*Public Library.*—Auxiliary and complementary to the work of the Public Schools is a good public library; and we have cause for rejoicing in the recent action of the town, in the discharge of what Mr. Emerson calls the "truly municipal duty" of establishing one. The cheerful unanimity of the people on this subject, here and elsewhere, encourages us to think with him, that, one day, in a public museum in every town, "the creations of the plastic arts will be collected with care by the piety and taste of the people, and yielded as freely as the sunlight to all."

Approaching the end of twenty-five years service on this board, I contemplate with high satisfaction the constant readiness of the town, during all this time, to promote the interests of the Public Schools. I appreciate, too, the uniform kindness which has been extended to me, as a humble agent in this work, by the people, by my fellow-members of successive school committees, and by teachers. Time has not abated my interest in this work; for, believing with Luther, that the strength of a town consists "in counting a great number of learned, serious, honest, well-educated citizens," I cannot be insensible to the great importance of our Common Schools in imparting to my native town such strength.

*Chairman of the School Committee.*—JOHN J. BABSON.

### GROVELAND.

Your committee feel obliged to call the attention of parents to an evil in some of the schools, which may become a growing evil unless immediately checked by the united efforts of all interested in the welfare of the children as well as the success of the schools; it is the evil of truancy. The boy who, being sent to school, goes deliberately away from the school-house, keeping out of sight of his parents and the teacher until the school is closed, and the next morning presents a forged excuse, written by himself, or by one of his school-mates, is learning lessons in the practice of certain crimes which may terminate in the criminal's career. It is a question with your committee whether the too common practice of sending requests to the teacher for early dismissal, and permitting children to stay at home for trivial excuses, are not in a measure the fountains of this truancy. The child becomes

impressed with the idea that the duties of the school-room are of comparatively little importance, and can be broken into or disregarded for the slightest cause, and leads him to stay away on his own account for the same reasons which his parents have given as excuses for former absences. That this matter needs remedying is most apparent; that it can be remedied is proved from the fact, that in one of our schools, where last term there were seventy-five or more requests presented by the parents for early dismissal, this last term there has not been a single instance of the kind. In nearly every other school there have been the usual number of seventy-five or eighty excuses during each term.

One very cheering fact, to the committee and teachers, is the list of visitors to the several schools. This assuredly betokens an increasing interest on the part of parents and friends; and we would urge upon every parent the necessity of this duty, a duty they owe to their own children as well as to the common interests of the schools; and we would also suggest the importance of maintaining, as far as possible, sympathy for the teacher. There are few more trying positions than that of a teacher in a district school, having so many different persons to please, each having peculiar views with reference to discipline and instruction, and such a variety of dispositions among the children, all taxing the patience, and testing the self-control. That a teacher should make mistakes is not strange, but let parents help them out of such difficulties, and not increase them by injudicious remarks in the presence of their children, and they will serve to raise our schools into a much better condition.

*School Committee.*—HENRY HICKLEY, CHAS. W. SPOFFORD, D. H. STICKNEY, ZENAS C. WARDWELL, JAMES W. WHITTAKER, ABEL STICKNEY.

## HAMILTON.

*Regulations for the Schools in Hamilton—Adopted by the School Committee.*—1. The school hours shall be, for the morning, from 9 o'clock to 12, throughout the year, and for the afternoon, from 1½ to 4½ in the summer; in the winter, from 1 to 4 o'clock.

2. Each teacher shall punctually observe the time appointed for opening and dismissing the schools, and shall make no occasional change from the regular hours without first consulting the school committee.

3. The morning exercises of the school shall commence with the reading of the Bible, by every scholar able to read; and it is recommended that the reading be followed by some devotional service.

4. There shall be a recess of not less than five nor more than ten

minutes each half day, for every pupil—the sexes to take their recesses separately.

5. In cases of difficulty in the discharge of their official duties, or when they may desire any temporary indulgence, the teacher shall apply to the school committee for advice and direction.

6. No studies shall be pursued in any of the schools, or any text-book used or introduced, except those authorized by the school committee.

7. Each teacher shall faithfully keep the school register, according to the requirements of the statute, and each register shall be kept in the school-room for the inspection of the committee.

8. The following holidays shall be allowed, viz. : all legal holidays, every Wednesday and Saturday afternoon in summer and every Saturday in winter. No change or omission in the regular days of keeping school shall be made without previous permission from the school committee.

9. Punctual and regular attendance shall be required of every scholar. Any one absent or tardy shall be required to present a written excuse from parent or guardian ; and if any scholar shall be guilty of absence or tardiness for three times without such excuse, he shall be reported to the committee as guilty of disorderly conduct. No one shall be excused before the close of the session of school without such written excuse. All the written excuses shall be kept on file by the teacher for the inspection of the committee.

10. No pupil shall in any way deface or injure any school-house, school-room, or furniture of any school-room ; and all violations of this rule shall be reported by the teacher to the school committee, that the offender may be dealt with as the case may require.

11. Each teacher will be held to the strict observance of these rules, and any departure therefrom, without satisfactory excuse, will be regarded as a reason for dismissal from office.

*School Committee*—S. F. FRENCH, D. E. SAFFORD, N. B. BUTLER.

## HAVERHILL.

*School Supervision.*—The care of our schools demands no inconsiderable portion of the time of the committee. With our increasing population, and the fluctuating condition of many of the families in the community, arise the questions of school accommodations, the proper adjustment of boundaries, and the equalizing of the numerical force in the several grades of schools. Besides, various questions concerning the discipline and the general management of the schools are constantly occurring. In illustration of this it may be stated that

the chairman alone, during the past two years, has received nearly 1,000 calls on matters relating directly to the schools, besides making 600 official visits. It is evident that the general supervision of the schools should devolve upon some competent man, whose duty shall be to attend to the many details, and to have the general care and management of the whole system, under the direction and advice of the board. Such an official has become a necessity in all our large town and cities, and we must ere long follow their example.

*Management of Truancy.*—Our system is very defective in the management of truancy. According to the by-laws of Haverhill, confirmed truants are to be sent to the town farm, as a reformatory measure. It is evident that some better plan should be devised for the prevention of this vice, and the reformation of old offenders. The object should be to keep these boys in school; this can be done by organizing a system of vigilance that will follow up the truant, seeking him out in his hiding place, and bringing him to the school where he belongs. If every boy of truant tendencies felt sure that he would be detected in each case of truancy, by those in authority, it would have a great restraining power over his conduct. In many cities, the truant officer calls each day at the schools where truancy prevails, soon after the hour of opening, and takes the names of all scholars absent without sufficient reason. These scholars are made the objects of a thorough search, and when found are taken to school. The plan has been attended with good results, and we earnestly recommend a similar system to the early attention of the city government.

*Chairman.*—JOHN CROWELL.

## LAWRENCE.

*Training School.*—The fact that some good scholars fail to become good teachers, the difficulties which surround a young and inexperienced teacher in entering upon the care of his first school, and the small benefit children so often derive from the first efforts of those who afterwards become successful teachers, have led many school committees to seek for an effectual remedy. The subject was presented to this board early in the year, and a sub-committee was appointed to consider the matter and report thereon, and at a meeting of the school committee, held on Tuesday evening, May 25th, the following report was presented and adopted:—

*To the School Committee.* Gentlemen:—The sub-committee to whom was referred the subject of establishing a Training School for those desiring to teach

in the Public Schools of the city, having considered the matter, respectfully submit the following report:

The opinion which prevails to some extent in the community, as well as among the candidates themselves and their particular friends, and which is sometimes acted upon by school committees, that every person who has sufficient education, is qualified to be a teacher in our Public Schools, is a source of injury to the schools, and of misfortune to those who are led by it to seek a field of labor for which they are but poorly qualified. In a place where the compensation is sufficient to secure the best teachers, it is perhaps the most important and most difficult duty which devolves upon the school committee to select, from among the candidates presented, such as are in all respects best qualified for the positions sought.

A good education should of course always be required, but other qualifications, not so easily tested in an examination of a few hours outside of the school-room, are at least equally important. Special training before entering upon the responsible and untried position of a teacher is also now generally regarded as of great service to those who would excel in their calling. Such preparation is required for the other professions, and for most industrial pursuits.

In order to furnish an opportunity for such special training to those who desire to teach in our schools, and have not enjoyed equivalent advantages elsewhere, and to enable the candidates themselves, and the committee, the better to judge of their adaptation to the employment, the committee recommend,—

1. That the four schools in the Oak street school-house be made a training school, under the charge of two experienced teachers, assisted by the candidates, who shall be called sub-teachers. The school and all connected with it shall be under the immediate direction of the superintendent, subject to such rules for its management as shall from time to time be adopted by the school committee. Care shall be taken that this school shall not be inferior to, or more expensive than, other schools of similar grade in the city.

- 2d. That sub-teachers, not exceeding eight in number at any one time, be selected by the committee from the graduates of the Lawrence High School, or from those who have enjoyed equal advantages elsewhere, preference being given to those who reside in the city; that these sub-teachers be employed one year in the Training School, and in study, preparing themselves for teachers, and receive, after the first ten weeks, two dollars and fifty cents per week, during the remaining time in which they are so employed. These sub-teachers may, if necessary, be employed as substitutes during this year, at two-thirds the pay of regular teachers.

3. That the superintendent may at any time, when, in his judgment, the good of the schools so require, unless otherwise directed by the committee, employ temporarily any person not a graduate or member of the Training School, who is a graduate of either of the Normal Schools in the State, or has otherwise enjoyed equivalent advantages, or who has taught successfully not less than two, nor more than ten years. Such temporary employment shall not be continued beyond the close of the term succeeding the one in which it began, and shall not be renewed except by the action of the committee.

4. That, except in special cases, preference will be given by the committee, in the selection of permanent teachers, to those who have commended them-

selves to the committee in such temporary employment, or in the Training School.

*Evening School.*—This school is continued upon the same general plan and under the same general arrangement as heretofore. The present term commenced November 8, and will probably continue four or five months. It is now kept four evenings in each week, two of which are devoted to adult classes and two to juvenile classes. The register shows a list of over three hundred names of adults, with an average attendance for two months of over two hundred; and a list of over four hundred children, with an average for two months of over three hundred.

Representatives of nine different nations are found in this school, including one from China. Much good results from the labors of the superintendent of this school and his twenty-five assistants.

But a school kept four or five evenings in a week, continued for eight or nine months in the year, open to all who cannot attend the day schools, but will attend regularly an evening school, and faithfully improve their time therein, would be of much greater benefit to such pupils. The subject of providing room and means for such a school is worthy of careful consideration.

*Superintendent.*—G. E. HOOD.

## LYNN.

*Extension of the Course of Study.*—While the committee heartily accord to the schools of this grade\* the deserved tribute of praise for the results accomplished, it is believed that their efficiency, as part of our school system, would be largely increased by the extension of the course of study, to embrace Algebra, Book-keeping, Physical Geography, Natural Philosophy, and a more extended study of History and English Literature. While it would be very desirable that all our children should enjoy the advantages of the High School, yet, practically, it is found that the school-life of a large majority ends when they leave the Grammar Schools. They are well grounded in their knowledge of arithmetic, grammar, and kindred branches of study, but are wholly ignorant of the simple facts of the natural sciences, which are of inestimable value to the man of business, or the artisan, while their acquaintance with the historical facts of our own and foreign lands is very limited, and their tastes are untrained by the study of the English classics. It is believed that this difficulty would be removed by the extension of the term of study in the Grammar Schools

\* Grammar School.

one year, and the introduction of the studies named. The High School would still remain, and its efficiency would be increased by raising the standard of admission, while the proposed change would enable many, who from choice or necessity did not avail themselves of its advantages, to extend, profitably, their term of study.

*Evening Schools for Adults.*—In March, four schools of this class were organized, two for males, and two for females. These schools were under the charge of the masters of the Grammar Schools, Messrs. Batchelder, Moore, Chase, and Freesé. As these schools were regarded as an experiment, they received a large share of attention from the board—one or more members being present at each session. The results have been extremely gratifying. The average attendance, during the early part of the year, was sixty-seven males, and fifty-five females. The ages of the scholars ranged from fourteen to sixty, and their attainments varied in equal proportion. Under these circumstances, classification to any great extent has been impracticable, and instruction has, of necessity, been mainly individual. In view of this fact, one assistant was allowed to every twenty pupils. These assistants have been mainly teachers of the Public Schools, and the enthusiasm with which they entered upon the work, and the tact and perseverance with which they have conducted it, are worthy of the heartiest commendation. Good discipline has been readily maintained by the teachers; and, as a rule, the scholars have seemed to appreciate fully the advantages offered, and have labored diligently to improve them. The progress made in some cases has been remarkable, especially among the younger pupils, who, having been compelled to leave school at an early age, have eagerly embraced this opportunity to review and extend their studies.

In April, these schools were suspended, and in December, they were reöpened; one school, with separate divisions for males and females, being opened in each of the large wards. Messrs. Sargent and Neal, of this board, at the solicitation of their colleagues, assumed charge of the schools in wards three and four. The schools in wards five and six were placed under the care of Messrs. Moore and Brickett, masters of the Cobbett and Shepard Schools. These schools are now in successful operation. The whole number attending is, in No. 1, 84; No. 2, 88; No. 3, 75; No. 4, 153. The results obtained make these schools a valuable feature in our educational system. It is believed that an extension of the plan, to embrace a central school of a higher grade, where practical book-keeping, the higher mathematics, and similar branches should be taught, would serve a useful purpose.

*Proper use of Text-books.*—An active crusade is now being waged



in many quarters against the use of text-books, as aids to instruction. Many practical educators favor a restriction in their use, while some go so far as to assert that our schools would be improved if they were banished altogether, and a return made to simple oral instruction. The modern text-book is the outgrowth of our system of instruction, embodying, as it does, not only the facts of science, but their presentation in the way best adapted to the capacity of scholars. That they have been needlessly multiplied is evident, and that the "tricks of trade," on the part of some publishers, have done much to induce this outcry against their use, is equally plain; but we apprehend that the truth, here as elsewhere, lies in middle ground, and that it will be found that, rightly employed, text-books are invaluable aids to instruction. But, while retaining them, we would seek to correct their abuse. Many teachers seem to think that their whole duty has been discharged if their pupils can repeat *verbatim* the words of the book. It is painful, in such cases, after listening to a seemingly brilliant recitation, to find, on questioning the scholars, that they have repeated page after page of words without the slightest idea of their meaning. The dry technicalities of science are uninteresting, and cannot be made otherwise till clothed with the facts which give them life and interest. They are as dry bones to an anatomist till he has clothed them with muscles, connected them with all the apparatus for nourishment and repair, strung them with nerves, and connected all with that wondrous centre which controls and directs every part, when he can return with interest to their consideration as the centre and support of the whole mechanism. So, too, it is with many of the studies of our schools. The scholars learn only the technicalities, and are ignorant of the facts which connect them with every-day life. Take, for example, the study of geography. The books, following a scientific order, begin with a mass of definitions, and the little head is duly crammed with the names of imaginary great circles and polysyllabic definitions, which convey no more idea to his mind than an equal amount of Sanscrit. On the other hand, let the study of geography begin with the objects which surround the school-house, and be gradually led out to other places and lands, associating each with such stories of its plants, animals, climate and productions as shall make each name present at once a distinct idea to the pupil, and his interest is aroused and maintained, the study becomes a pleasure, and its technicalities are insensibly mastered and understood when their use is demonstrated.

Many of our books are so arranged that they would be more useful and better comprehended by the scholars if they should be read, like Chinese works, backwards. The text-book is useful to the scholar

only when every page is illuminated by the explanations and illustrations of the teacher. Closely connected with this topic is that of

*Oral Instruction.*—In the “course of study” adopted last year, much stress is laid upon this method of teaching, and topics are suggested suited to each grade of schools. It is believed that this matter has been too much neglected by the teachers, not from any unwillingness to comply with the rules, but from a failure to apprehend their meaning. It was not the design of the board to demand formal lectures, but, on the contrary, familiar conversations, in which the scholars should be encouraged to ask questions, and in turn, be required to answer those of the instructors. Familiar and interesting objects should be used as illustrations. For example, if the day’s lesson in geography is on China, let some article made in that land be introduced by the teachers, and the conversation be led to the peculiarities of manners, customs, manufactures, modes of life, etc., of the Chinese. The pictures thus presented will remain indelibly impressed upon the mind of the child. China will no longer be a mere name, but a fact in the child’s knowledge, a place about which he knows something, inhabited by a people whose works he has seen; and the familiar object, whenever seen, will start a train of profitable thought, as the shell, when listened to, sings always of the sea. It is not true, as some object, that all this requires a peculiar tact. It may demand some exertion on the part of the teacher to acquire the information which she wishes to impart to her school; but the simple presentation of these facts, in a way to interest and instruct the children, is an easy task for any teacher, which will amply repay any effort in this direction, by the increase of life and activity in the school. To the objection that there is no time, the simple reply is, that it adds nothing to school duties, but is simply a method of instruction in present lessons; and in this direction, mainly, is its necessity and usefulness insisted on.

*Hygiene of the School-room.*—Under this heading we include not only ventilation, posture in seats and proper carriage on the recitation form, and during calisthenic exercises, but all those influences peculiar to the school-room which affect the physical and mental condition of the scholars. Childhood is the period of growth, both in body and mind, and the processes of assimilation are peculiarly rapid. Equally marked is the sympathy which exists between the various organs; body and mind seem to come in closer contact during the earlier than the later years of life.

The same peculiarity marks the diseases of childhood. Their march is rapid, and when one organ suffers the whole body is affected. Not only is this the case, but the influences which induce disease of body and mind in children are more subtle and varied than

those affecting adults. Not to multiply examples, which the limits of this report would not justify, we adduce only two. It is a well-known fact that if a child affected with chorea is kept in the society of other children, the disease will be gradually or rapidly developed in all who are susceptible of its influence; while again, those who are the unfortunate subjects of the disease known technically as moral insanity, are excited to the wildest freaks by the mere presence of their associates. Every teacher of experience knows such instances. Punishment is of no avail. It only adds to the trouble, and becomes cruel in place of remedial. The sobbing "I can't help it" of the child is true. It is a diseased and not a normal condition with which the unconscious teacher is dealing. Let us not be understood as desiring to include all cases of stubbornness under moral insanity, but only to emphasize the fact that the border line between diseased and sane conditions of body and mind is an uncertain and variable one, and to warn against punishing as a fault that which is only a manifestation of disease. Affections of the eyes, though often unrecognized, are, lamentably frequent in childhood, and are often increased, if not induced, by the cross-lights employed in too many of our school-rooms. The torture to which children were subjected by the old bench seats, with the resulting spinal deformities, has, fortunately, been removed by well adapted seats and desks; but too long confinement in the best seats is a cruelty to children. Frequent change of position and active exercise are demanded by the condition of their years.

We have no space to discuss the peculiar influences upon physical and mental life which commencing adolescence involves. The condition of the child at this period is profoundly affected by the excitement and exhaustive labors of school life. The restraint of the school-room is a poor exchange for the free, active, open-air life to which every instinct prompts, and some compensation should be found in a modification of our school hours and discipline. The delicate questions involved should receive earnest attention. We are glad to know that this matter has attracted the notice of the Prussian government, which has appointed a commission to investigate and report upon the influences of school life upon the public health. This question is also soon to receive the attention of our recently created State Board of Health. It is hoped that the result will be an exhaustive discussion of this whole subject, with plain directions to our teachers for proper management of their schools.

*Chairman.*—BOWMAN B. BREED.

## LYNNFIELD.

But probably grammar is neglected in our schools, especially by the boys, more than any other branch of study. And yet it is a branch which lies at the foundation of all successful study in other branches. Grammar is the study of language, and language is the instrument of all thought and all study. If one fails to understand or comprehend the meaning of language, he fails in the very first requisite for learning. The definitions, the explanations, the principles of every branch, he will fail to understand. He will be like one looking through a fog, and seeing all things in a haze; while a good understanding of language would bring things out of the fog and clear them from hazy indistinctness. Besides this an understanding of the principles of grammar, sufficient to correct one's own speech and writing, is important for practical life. How many young men have failed of good positions in the employ of business men because of their uncouth, ungrammatical speech, or ungrammatical language of the letter by which they have made application for the position. They have doubtless thought that other causes have been at work, but this was the real cause. Let each of our scholars reflect upon the text, "Thy speech bewrayeth thee."

The pleasure of reading is also greatly enhanced by grammatical knowledge and discipline. Literature, especially the literature of our own noble language, presents a wide and noble range for reading. He is almost inexcusable in our day, who does not read some of the masters in our literature, and most certainly he deprives himself of a great amount of pleasure. But how shall he read understandingly and pleasantly, who fails to comprehend the language of the writer? His deficiency here, may account for his inability to enjoy what furnishes such delight to others.

*School Committee.*—M. B. BOARDMAN, GEO. L. HAWKES, ALFRED WILEY.

## MANCHESTER.

One of the first and most common complaints of committees, is of irregular attendance, or want of punctuality, as injurious in a high degree, not only to the delinquent, but in almost an equal degree to other members of the school; and when parents are called upon to lend their assistance in remedying these great evils, are they not bound by all reasonable obligations, both as parents and citizens, to do all in their power in complying with so reasonable a request?

There are some persons, however, who seem to have the idea, and act upon it, that nobody but themselves has the right to control or

require obedience of their children, or dictate the proper course for them to pursue. Their children may or may not attend school punctually as fancy suggests, and no one is to complain that they are injuring themselves and the school. They claim and wish to be the proper persons to decide what particular studies ought to be pursued by their children, and more than that, they wish to regulate the rate of progress of their children, regardless of other members of the classes. They reason somewhat in this manner: "Who has an interest in a child equal to that of a parent? Will not the parent act for the best interest of his own children?" If they are kept out or allowed to stay away from school more or less frequently, or are not punctual, or are allowed to ask for dismissal before the close of school hours, such parents are ready with the excuse, "I have need of them, and who has the right to object to my claiming their assistance at any time?" Now while there is an appearance of reason in this, and in some cases there may be an actual necessity, they seem to forget that society also has claim on its members, and in furnishing the means of education free to all, it has the right to demand that children shall not, for light reasons, or trivial excuses, be deprived of the means so generously provided to enable them to educate and qualify themselves to become enlightened, honored, and useful members of the community in which they may live. If persons could live alone, outside, and out of the reach, of the mutual obligations which society claims of its members, they might do as they please, and live in this patriarchal style.

But as we claim protection and certain other benefits from community, we must merge some of our rights in the common cause, and for the common good; accordingly the laws are enacted for the public rather than for individual welfare, on the principle that what is for the best interests of community, must be submitted to as right and proper. It is well to remember that this principle holds good in regard to educational interests, and also in the management and training of children both in and out of school. Parents have duties to perform, in training their children, of the very highest importance, and which comparatively few seem to comprehend, judging by their actions and the results. Their children should be punctual at school, and the parents should interest themselves in their studies, notice their attention and progress. Even should they be unable to render much assistance, the fact that "father or mother" looks over their studies from day to day, and manifests an interest in their progress and success, is productive of continual pride and encouragement to any child, and is frequently sufficient to arouse the flagging energies of an idle and careless boy, and stimulate him to earnest and persistent

effort, and may produce a radical change in his character, and a beneficent influence upon his whole future life.

The authority of the teacher over his pupils, and his duty to watch over their conduct and strive for their well-being, are clearly and forcibly shown in the charge of one of our superior court judges to a jury having under consideration the case of a teacher who punished a boy for mischievous conduct, out of school hours. The action was brought under the plea, not that the punishment was unduly severe, but that the teacher had no right to punish for misconduct out of school. Said the judge: "The relation between the teacher and scholar is a peculiar one. It partakes, while the pupil is in school, of a parental character, and is absolute and without appeal from any quarter, when exercised within its proper limit. Such is also the power of the parent. His authority is absolute at home on the same conditions. A good parent desires to coöperate with the teacher, and is thankful for any proper correction of his child. A good teacher desires to aid parents by training his pupils in habits of good order and obedience to authority. Between the school and home the jurisdiction of teacher and parent is concurrent. If the teacher sees or knows a boy to violate the laws, if he finds him acquiring habits of a dangerous character, if he sees him becoming vicious, and his example injurious to others, or calculated to affect his own standing at school or at home, it is his duty to interfere to restrain and reform. For this purpose it is his right to punish to a reasonable extent if no other method will avail. But the teacher must hold himself responsible to the law in his punishments, and be careful not to transcend in severity its humane and proper limits."

This is putting the case strongly, and leaves no doubt of his intention and meaning. Parents should learn that they have exclusive power, authority, and right, over their children, only when used for the well-being of the same, and for the ultimate good of society.

*School Committee.*—G. A. PRIEST, T. W. SLADE, CHAS. FITZ.

### MARBLEHEAD.

As the stream rises no higher than its source, so the Public Schools of a town or State can only reflect the average mental and moral culture of a people. We deem the recent flippant discussions questioning the propriety of "Moral Instruction in the Schools," "The Bible in Schools," &c., &c., will have but one result on these institutions, and that demoralizing. When a free people cannot definitely fix upon an emphasized moral instruction, and the use of the great fountain of moral influence as permanent features in their free schools, their free-

dom is only a name. We would neither seek nor advocate compulsory instruction in religion, or the compulsory reading of the Bible by the pupils, but we shall be among the last to omit moral instruction, or to exclude the Bible from the schools. On this ground alone can we predicate any lasting influence on the hearts and consciences of our children.

With a portion of your committee, the history of the schools for the past twenty years is intimately connected,—a period of time sufficient to mark their results upon the community. The children of 1850, are the men and women of 1870, and if we find a more widespread interest, and a more intelligent recognition of public education now, than was apparent then, we may reasonably count it as one of the results of better schools, and schools more generously sustained. The policy adopted twenty years ago and subsequently adhered to, mainly consisted in the “grading of the schools,” “a higher standard in each department of study,” “school-houses suitably constructed and furnished,” “well-defined district boundaries,” “more thorough intellectual preparation for the teacher,” and “a milder form of discipline.”

*The grading of schools* was at the start a somewhat difficult matter, as it not only instituted comparisons between the various pupils, but suggested such comparisons between teachers then employed. And in sustaining the gradation, the committee have from time to time come in conflict with parents, yet so thoroughly have its excellences been proved that we now find but little difficulty in keeping our pupils where they properly belong, and where alone they can work most advantageously. As a natural result of this careful gradation we to-day have in our schools a higher standard of excellence.

*Compensation for our Teachers.*—We have briefly indicated what is required in the composition of the true teacher. What should such qualities demand and receive? We have such teachers in the midst of us. Some of them have blessed the town by patient and precious service for many years. They have left the impress of their character and genius on many of the fathers and mothers of the children now in our schools. They hope for the time when a just recognition of their services will cause them to be thankful that years ago they did not leave their native town and go among strangers for an adequate recompense. We cannot wink out of sight the fact that now, many industries pay far better than teaching, and some of the resignations during the last year, have been for this very reason. More money, more independence, and less wearing tasks, invite woman away from her true and heaven-appointed trust, as the guide and instructor of

youth, to the marts of trade, the factory, the counting-room. Is it then worth more to shoe a child than to teach it? Is the care of a journal and ledger of more importance than the care of a human soul? Will you spend thousands for the accessories of life, and refuse hundreds for the sum of all values? We put these questions earnestly, and ask the citizens, the fathers and mothers, to answer them by sufficient appropriations. Your teachers must be adequately paid, or you will lose the best among them, and this is fact, not opinion or assertion.

It cannot be doubted that another twenty years will make higher demands upon our schools in every direction. Education of the masses raises them every year up to new levels of thought, and expands the public mind, so that education will be seen to be something which embraces all that can be learned from the world of books, the world of men, and the world of things. It will be seen that all these worlds are educators, and that every man and woman is of necessity an educator for good or evil. The demands upon the child of to-day upon entering active life are far greater than formerly. He must know more of everything, and must think more methodically of everything, to stand a fair chance for the grand successes awaiting the wise and industrious; and from the parents will come a wiser interest in the children of the future. Parental authority, which unfortunately in many cases now is only a name, will of necessity be a reality. This is the great need in all our schools to-day. Children who are not governed at home make the most ungovernable pupils, and as men create the necessity for many of the harsher features of our criminal laws. If our schools do what may be reasonably required of them, when aided by hearty and intelligent parental coöperation, it is not unreasonable to predict a state of society in the not distant future, when want and crime will be almost unknown. For they will then educate the heart and conscience equally with the brain; anything less makes one-sided development and partial success. Hence to-day, with the ever multiplying agencies for mental culture and refinement, we find the brain stimulated unduly, while the conscience is hardly appealed to. The true balance of the faculties is not sustained, and the anomaly of men and women without guiding principles of noble action, yet sharp and quick-witted in the race for material success, meets us at every turn. The true teacher, while urging the pupil forward to higher positions in the classes, will never lose sight of the great fact that it is better to be good and true, than to be smart and knowing, and that knowledge accomplishes its perfect work only when accompanied by purity of thought and action, and a spirit of sacrifice which has learned how great a power results from kindly sympathies



chrysalized in acts of unselfishness. Better, far better a return to the Bible and spelling-book as our only text-books, with manliness and womanliness, than to master the learning of all the ages and be devoid of a noble character of heart and soul.

The economies which come trooping to the call of the educated and intelligent mechanic, enable him to do better work and furnish better materials at the same cost, than can his less intelligent and less cultivated competitor for the same job, for he has not only his own cool brain and strong arm and cunning fingers, but science and art are his handmaids, and all his movements are regulated by their divine suggestions. The common utensils of daily use, the farming implements, the various mechanical tools and machinery, the shoes on our feet, the style of our garments and finish of the material, the fashion of our dwellings and factories, the lines of our vessels, all proclaim the intelligent advance constantly made by thorough culture—use, grace, beauty, attracting and blessing all. Let no man say of his boy who may be intending to follow his father's trade, "he knows enough for a carpenter, or mason, a shoemaker or a fisherman," "he knows as much or more than I did at his age," "he has been to school as long or longer." If anywhere solid learning, memory training, habits of study and methods of thought are demanded, it is in the occupations that make the industries and underlie the very being of the large majority of all communities. An ignorant mechanic is a failure at the start, and if an intelligent mechanic was no better workman, he must of necessity be more of a man, more of a power in the community, more sure of keeping his rights, and of protecting the rights of others. Johnson and Boswell were once rowed across the river Thames by the son of a ferryman, and the lad, though only a poor ferryman's son, born as boys are in England to follow their father's calling, had yet acquired by secret application and industry so great a knowledge of Greek and Latin as to converse readily with the great men he was conveying across the river. After the passage was made, Boswell discussed with Johnson the wisdom of "such a boy's" learning the classics, urging as an argument that "he rowed no better for his knowledge." Johnson replied that "he certainly rowed no worse, and was not by any means sure that he did not row better." If an Englishman in that day could see the wisdom of learning for the poor man's child, in a country where the government conspires with social customs to keep down the laborer to the level which centuries have hardened into adamant, how should Americans regard the privilege, where all is free and mind only supreme,—where the statesman, the

judge, the orator, the poet or the artist of the next generation may be the child of the humblest and poorest to-day!

*School Committee.*—W. B. BROWN, E. A. LAWRENCE, THOMAS FOSS, BENJAMIN P. WARE, S. P. HATHAWAY, JR., WILLIAM GILLEY, JR., N. P. SANBORN, STEPHEN HATHAWAY.

### NEWBURYPORT.

*Evening Schools.*—In the year 1851, the school committee was authorized by vote of the town to establish "Adult Schools." In accordance with this vote, a male and female adult school was established in the winter of 1851-2, and the sum of \$132.45 was appropriated towards defraying the expenses. This school was held in the evening. It is not surprising that, as the enterprise was partly an experiment, it was not entirely successful. The male school was considered a failure by the committee. And the female school was not deemed of sufficient utility to be continued. In the autumn of 1852, some benevolent ladies proposed to revive the female school, asking of the city only the use of a room, which was granted.

The school for the winter of 1852-3 so approved itself by its results, that the committee not only made the grant of a room, but appropriated fifty dollars towards the incidental expenses of the next year. In this form the enterprise was continued under the direction of different persons, for several years, and with increasing beneficial results. But as the oversight of this school was always gratuitous and laborious, it was at last found difficult always to secure it; and the school was suspended. Last year, the enterprise was revived, and the use of a room for that purpose given by the city. This experiment proved successful, and an appropriation of \$100 was made towards defraying the expenses the coming winter. The following is the report of the school for the winter of 1868-9:—

*To the School Committee of Newburyport:*—The school committee for the year 1868 having appropriated the sum of twenty-five dollars (\$25) in aid of the Evening School, the managers of the school beg leave to report concerning the use to which that sum has been put, and also concerning the condition of the school; hoping that such statement may lead to a recognition by the school committee of the need of making Evening Schools a permanent organization, maintained, at least in some measure, by the city.

Of the twenty-five dollars appropriated by the school committee, there was

Paid to the janitor for care of the room,	. . . . .	\$18 66
For books and stationery,	. . . . .	6 34

Total,	. . . . .	\$25 00
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The teaching was all voluntary.

Our school was opened on the evening of the first Monday in October, 1868, at Ward-room Four, City Hall, and closed April 15, 1869.

It opened with sixty pupils, and rapidly increased to one hundred and ten. The attendance of this number was quite constant until the factories began their winter arrangement of working hours, when there was necessarily a falling off of those who lived at a distance (factories closing at 7 o'clock and school commencing at 7½ o'clock), and for the remainder of the season we averaged between sixty and seventy.

Special care was taken to ascertain the causes of absence, and a record kept of all such absences as were not excusable by sickness or some equally strong necessity. The number unexcused for the whole winter was only twenty-four, or seven-tenths of one per cent. on the average attendance for the fifty-two evenings during which school was in session.

The following table exhibits statistics of age, attendance, &c.: Oldest pupil, 32 years; youngest pupil, 10 years; average age, 14 years; number under 15 years of age, 35; average attendance, 65.

About three-fourths of the pupils worked in the factories, the remainder lived out at service, or were prevented from attending day-school by the necessities of their families.

The school was divided into eleven classes, each under the care of a separate teacher. These classes ranged from the Primer to the subject of Reduction in Greenleaf's Arithmetic, and all classes but the lowest Primer spent a third of each evening in Writing. There were two Primer classes, one First Reader, one Second Reader, four Third Reader (these were of different grades in Writing, Spelling and Arithmetic), and three classes studying only Geography, Arithmetic and Writing.

As the time of each session was necessarily limited to an hour and a half, and the pupils prevented by their day's labor from any preparation of lessons out of school, the progress was perhaps slow; but we can instance one girl, who from the lowest Primer class was, before the end of the winter, promoted to the First Reader; another, who from utter ignorance, attained to the spelling of words of five or six letters and the reading of easy sentences.

But the chief interest manifested by the scholars was in writing. This probably arose from the fact that most of them have attended only Primary Schools, where writing is not taught.

We have specified the number under 15 years of age, because, by an Act of the Massachusetts legislature approved May 29, 1867, (Chap. 258, Acts of that year) it is decreed that no child between the ages of ten and fifteen years shall be employed in any manufacturing establishment within this Commonwealth unless he or she has attended school at least three months during the year preceding such employment.

We have ascertained from the teachers of our Primary and Grammar Schools, the number of children employed in factories who are at this time (April 29th) attending school—a total of 11.

One of this number has not attended school before for two years. The teachers of the other schools state that they have no such pupils, and several of them have had none for one or two years.

This evident violation of law lies between the overseers of the factories and the parents of the children; doubtless chiefly with the latter, who evade the law in every possible way that they may not lose the earnings of their children.

But even where the law is not thus evaded, a child entering one of our graded schools for six weeks finds generally only the lowest class open to her, because her special needs cannot be attended to, to the neglect of the forty or fifty other children, who are pursuing the regular course of study. Her six weeks passed, she returns to the factory, and six months of labor soon obliterates the six weeks' instruction, and she re-enters the same school to fall into the same low place, and repeat the same lessons as before.

We claim that the Evening School will, and does, in some measure, remedy this evil. Its gradation into numerous small classes brings the special needs of each member under the notice of her teacher. There is no obstacle to advancement, because the good of the whole is, in this case, coincident with the good of the individual.

Should the school committee see fit to maintain two schools, in different parts of the city, they would undoubtedly be well attended, and would supply a want very strongly felt by a large class of persons.

The use of some of the public school-rooms would greatly increase the conveniences for teaching. If eleven classes could recite at the same time in Ward-room, No. 4, often with the noise of some entertainment in the hall above, rendering it almost impossible to hear, how much more might be accomplished when we could have desks for writing, blackboards for illustrating, and room for the separation of classes. Respectfully submitted,

JANE ANDREWS,

*For the Teachers in the Evening School.*

*School Committee.*—NATHAN A. MOULTON, *Chairman*; ISAAC P. NOYES, *Secretary*; JOHN CAPEN, STEPHEN COLLINS, WILLIAM NOYES, JR., COLBY LAMB, GEORGE W. SNOW, SAMUEL J. SPALDING, DANIEL P. PIKE, WILLIAM H. HUSE, JOHN A. HOXIE, WILLIAM H. MERRILL.

## NORTH ANDOVER.

*Libraries.*—In these important helps to knowledge, the town is lamentably deficient. Nothing worthy of the name is to be found in either one of the schools, not even the most common books for reference, with the single exception of Webster's Dictionary. Hence, the committee propose to use a part of the three hundred dollars recently placed at their disposal, in the purchase of some of the books most needed in the High School; and they sincerely hope that this will be the beginning of a good library, for the increase of which the town may hereafter make yearly appropriations. Let a few of the standard works of History, Biography, Travel, Fiction, Poetry and Science be offered to our youth, for their free perusal, and it is reasonable to sup-

pose that their minds will be turned gradually into the higher channels of thought; their social natures will seek development with the intellectual, in the reading circle and the lyceum hall; a taste will be formed which can appreciate musical entertainments and popular lectures and the better works of art. Enough has been expended in this town the past year in doubtful ways, to furnish many of these opportunities to all our youth, and we put the question to the conscience of our citizens, Are not these some of the entertainments most fitting to be held in that noble High School building?

*School Committee.*—B. F. HAMILTON, HIRAM BERRY, J. S. DAY.

### PEABODY.

There has been no year, within the knowledge of any member of the committee, when so great and important changes have been initiated or completed, as during the year just drawn to a close. For several years past, in their annual reports, the committee have had occasion to notice the pressing demand for more ample accommodations for the schools in the Wallis district, for better rooms in the Rockville district, and for some method that would secure better schools in the west part of the town. It was no difficult matter to decide what should be done in the Wallis and Rockville districts. But while it was quite easy to point out defects in the schools and school-houses in two of the districts in the west part of the town, it was not so easy to apply the remedy. And, although the defects had been noticed for years, yet at the beginning of the year the solution of the difficulty seemed quite remote. Neither the committee nor the people more directly interested could determine what should be done.

The Wallis district had already taken steps to secure a new house, and had shown great liberality in voting an ample sum for erecting a brick building containing ten rooms and a hall, and considerable progress had been made in the preparation of material, when by an act of the legislature, approved March 24, 1869, the school district system was abolished. This Act made it incumbent upon the town to take possession of the property, and to assume the liabilities of the districts.

The building committee of the house in the Wallis district immediately caused a suspension of the work then in progress, until action could be taken by the town.

Pursuant to this Act of the legislature, a town meeting was held on the 9th day of April, 1869, and a committee chosen to take possession of the school district property in behalf of the town, and to ap-

praise the same. This committee was composed of eleven gentlemen, one from each school district, and three at large. It was then voted "That the appraisal committee, with the town's school committee, be a committee to take into consideration the whole subject of the schools, and the school-houses of the town, and to report to a meeting to be called for the purpose, a plan for the arrangement, classification and conduct of the schools; and what in their judgment is necessary and proper to be done in view of the recent Act abolishing the district system." The committee thus chosen made a full and careful examination of the school-houses, and spent much care and time in considering the present and future wants of the town, and the best method of reorganizing our schools; and at a meeting held on the 29th day of April, made a full report, prepared with great care, giving the result of their deliberations. This report recommended the building of the house in the Wallis district, as already contracted for by the building committee of that district. It also recommended the building of a similar house in the Centre district, and the appropriation of \$45,000 each, for the building of these houses. It also recommended an appropriation of \$16,000 for building a house in the Rockville district; and that the Locust Dale, West and Suntaug districts be united, and \$14,000 appropriated for building a house, to be placed in a central position so as to accommodate the several schools thus united. An additional sum of \$2,000 for repairs and improvements on the Bowditch house, and of \$750 for new desks and other improvements in the Felton house, was reported. The total amount recommended to be raised was \$122,750. This report was adopted by the town with great unanimity.

It did indeed seem a large sum for the town to raise, when \$123,000 was appropriated for building new school-houses. But by that action the imperative demand for more and better room in a portion of the districts was fully met; future contention in regard to the building and locating of school-houses avoided, and no schools left to drag along in unsightly or unsuitable rooms.

But while the past year is to be regarded as a year of change, preparatory to the better work which we hope to record in the future, yet we are able to report a very satisfactory progress in nearly all our schools, and to bear testimony to the faithfulness and zeal exhibited by our teachers, and by most of the pupils. For the most part, our schools are supplied with competent and accomplished teachers, eminently fitted by education and tact to fill the places they occupy.

It should be our aim, whenever new teachers are to be procured, for whatever grade, from the Primary to the High School, to secure such and such only as are so thoroughly fitted for their work as to be able

to lay aside for the time, if need be, the formula of the text-book, and from a well furnished mind be able to give apt and clear illustration of any topic they may be called upon to teach. The town has generously furnished fine rooms, all that can be desired. The committee can do nothing that will better promote the success and prosperity of the schools in their charge, than by securing teachers of this description to fill the vacancies as they occur. There is a great temptation to try inexperienced and inferior teachers. Friends are sometimes persistent in urging their claims. The duty of the committee, however, is clear, and nothing whatever should have weight with them in selecting a teacher, except the full conviction that the applicant has the qualification necessary for successful teaching.

As a result of the year's work, we find that by the adoption of the town system, a greater degree of unity has been secured in the management of our schools; three ungraded schools have given place to one graded school; and, by the erection of houses on the department plan, the way has been prepared for the better arrangement and conduct of our schools.

In the erection of new houses the town has done itself great honor by deciding to give equal advantages to all. But it has thereby increased the responsibility of the committee. For if the sum of money annually raised for the support of schools shall be sufficient to secure and retain first class teachers, there will hereafter be no excuse on the part of the committee, for allowing any school to become a failure.

Rich and poor, bright and dull, good and bad, are brought together in the Common School. And all are fashioned and moulded by the various elements and characteristics which each contributes. Within them are the qualities of mind and character mingling and fusing together, out of which the standard of intelligence and morality is to be formed, which shall animate and control those who are to take up and carry forward our work. Whatever we may do as citizens in building new and better houses, in the payment of taxes, or whatever we may do by our personal influence for the support and improvement of our schools, we may be sure will, in the end, yield a rich return in the culture and elevation of those who are to constitute the future citizens of the town and of the Commonwealth.

*School Committee.*—AMOS MERRILL, FITCH POOLE, A. B. HERVEY, G. F. BARNES, CHAS. V. HANSON.

## ROCKPORT.

The education of the people of all classes, from the humblest to the highest, is a social and public necessity. Just in proportion as the

common people are educated, are their political and social rights, their personal and private liberties safe. The history of nations, as well as that of individuals, proves this. A few years ago Prussia was a football for the nations of Europe, compelled by fear to acquiesce in every proposition that might emanate from the throne of France. Wise and far-seeing men, wishing to rid her of that tyranny to which she long had bowed, instituted a system of Common School education, founded seminaries for the training of teachers at the expense of the state, and passed laws compelling the attendance of the children upon the schools under severe penalties. To-day Prussia stands at the head of the German confederacy, where her voice is heard fixing the destinies of empires, and where she wields a power, at the nod of which Napoleon even bows; thus verifying the truth that intelligence breathing through a great nation is mightier than needle-guns and bayonets. The Common School system is a source of great power; to it may be traced to a very great extent, whatever we have, as a nation, lofty in morals or excellent in government.

*Discipline.*—It is acknowledged by every candid mind that good discipline is necessary to the success of a school, and in order to secure this it is important that the teacher should know what good discipline is, for without this knowledge she has no definite object to work for, and consequently accomplishes nothing definite. Firmness and decision, as well as system and order, are requisites in a teacher. It is necessary that a teacher should study the disposition and nature of every child, if she would govern easily; force is not government. The teacher who attempts to secure good government by the infliction of corporal punishment alone, will certainly fail to accomplish the desired object. In the school-room a silent moral power ought to reign, rather than vindictive measures. The true government of a school consists in the prevention rather than the punishment of offences.

*Corporal Punishment.*—Notwithstanding much has been said against the practice of corporal punishment in schools, your committee do not believe that the interest of our schools demands its entire abolishment. Our schools are composed of two classes of scholars—those who are disciplined by their parents at home, and those who in a great measure discipline their parents. The scholar who is a subject of proper training and good discipline at home, will, as a general thing, yield obedience to the rules of the school by the use of moral suasion, while the scholar who is disobedient to his parents and refuses to be governed by them at home, will not submit to the rules and regulations of the school-room, unless compelled to do so by the infliction of some more severe punishment. We recommend that corporal punishment be resorted to only when all other means necessary for



the maintenance of good government in school shall have proved unavailing.

*School Committee.*—N. F. S. YORK, W. M. MARCHANT, EZEKIEL BRADSTREET.

### ROWLEY.

How to dispose of the large number of pupils in the first department has always been a perplexing question with your committee. Some people entertain the mistaken idea that their children will make as good progress, when crowded together in a dilapidated, ill-ventilated hovel, as when placed in a comfortable and attractive room. The ancient Greeks were noted for the regularity of their features and the symmetrical beauty of their forms. It has been suggested that this might have been owing to their being constantly surrounded by so many beautiful works of art. Whether this theory be true or not, we believe that a person's taste, disposition and refinement depend in a great measure upon surrounding circumstances and influences. We have an illustration of this in the treatment of the new school-house by the scholars during the past term: the jack-knives of the boys having lost their affinity for the desks, and the whole school, boys and girls together, vying with each other in their efforts to keep the school-room neat and the furniture from being scratched or marred. If the walls of this room were adorned with a few outline maps, this would be a model school-room, the only one we have. We are inclined to the opinion that the most inveterate hater of high taxes and eulogist of the "good old times" and the old school-house with its backless seats, where the bodies of our fathers and grandfathers were tortured six weeks every year, would, after visiting the school-rooms in the first and the new room in the second department, be forced to admit that scholars become more interested in their studies and more persevering in their efforts, as they are surrounded by the appliances of comfort and health.

The school-house of sixty years ago, it must be confessed, possessed some advantages over those of a later date. The cracks, crannies and the wide-mouthed fire-place admitted the pure air of heaven, and afforded ample ventilation. The more modern school-house secured its greater warmth at the expense of pure air, and many persons can trace the origin of their ill-health and broken constitutions to the effects of inhaling the vitiated, poisonous air of an ill-ventilated school-room.

It must be evident to the most casual observer that the graded system is the correct one, and should be adopted as far as possible, but the question how shall we grade the schools with our extremely lim-

ited accommodations in the first department, is easier asked than answered. We trust that the time is not far distant when the inhabitants of this town will come to see their true interests in this matter. We do not wish to encourage extravagance, but believe that ill-timed parsimony in regard to furnishing suitable accommodations for our schools is extravagance indeed.

The question has been frequently asked, "Why don't you improve the advantages you already command before asking for larger outlays in the way of school-houses?"

In reply, we would suggest that parents and those interested, would do well to visit the various schools in town. They would then see the great advantage enjoyed by scholars where there are a limited number over those schools that are overcrowded. Another reason why we do not accomplish more may be attributed to the frequent change of teachers: whenever a new teacher commences a school, a large portion of the first few weeks is consumed in learning the names, peculiarities and attainments of the pupils. In this way the first part of the term may be said to be almost wasted, as far as progress in education is concerned. This difficulty may be obviated to a great extent by retaining our most successful teachers as long as possible.

Experience and observation have convinced us that an ungraded school should never consist of more than forty scholars. A teacher who undertakes to teach from seventy to eighty pupils, of all ages from five to twenty, and in attainments ranging from the alphabet to quadratic equations, is like a farmer who tries to cultivate a township with one pair of hands: the results in both instances will be disappointment and failure.

*School Committee.*—J. D. DODGE, E. W. JEWETT, JOSEPH HALE.

## SALEM.

Early in the year, by order of the board, drawing was made a regular branch of instruction in the Grammar Schools, and, after much opposition and discouragement, is now steadily growing in favor. It is a common mistake to consider drawing a "fancy study." On the contrary it is one of the most utilitarian of arts. Its value has long been recognized in many European countries, where it is deemed equally essential with reading, writing and arithmetic in a system of elementary education, even in the public evening schools for the poorer classes. The superior elegance of many articles of foreign manufacture has been attributed, perhaps justly, to the general instruction of the workmen in the arts of design. As an educator of the

eye and hand, the noblest servants of the brain, it has no equal. Whether the slow and rigorous method now pursued in our schools is best adapted to their wants, and whether the art can be successfully taught by those who have no skill in its practice, experience must determine.

*Chairman 2nd Visiting Committee.*—HENRY J. CROSS.

*Report of the Naumkeag School.*—In May last, the sub-committee consisting of Messrs. Oliver, (chairman), Choate and Ropes, which had previously been directed to consider and report concerning the enforcing of the law in relation to the attendance at school of children employed in manufacturing establishments, was, by vote of this board, charged with the duty of organizing and of supervision of the special school established for factory children, and which was subsequently named the Naumkeag School. On the 7th of June following the school was opened in the ward room of Ward 5, which had in the meantime been prepared for its occupancy, and the other preliminary arrangements made under the supervision of the chairman of the committee.

In making their first report of an experiment entirely new to the board, and which, if successful, promised so much of benefit to the community, the committee may be pardoned for stating somewhat minutely and at length, the details.

The pupils are all of them children employed in the Naumkeag mills, between the ages of ten and fifteen, and are formed into two divisions, attending alternately at the school and the mill, forenoon and afternoon; the scholars of the forenoon being the workers of the afternoon, and the workers of the forenoon, the scholars of the afternoon, with better results probably in each department, by reason of these alternating changes. The school is kept through the entire year without vacations, except the legal holidays, five days in the week, in sessions of two and a half hours each, thus securing to all equal time of attendance and the half holiday on Saturday, without interference with the regular and steady progress of the work done in the mill by this class of operatives.

The number of scholars at the commencement was: boys, 25; girls, 29; total, 54

The number at present is . . . . . boys, 42; girls, 31; total, 73

Whole number since June 7, 1869, . . . . . 112

Average number belonging each half day, . . . . . 31

Average attendance, . . . . . 29.1

Average percentage of attendance, . . . . . 93.8

The operatives who attend school receive from the corporation as wages for service by the week, two-thirds of the price paid to the same class of operatives for full time, and those of them who are employed by the piece, receive fifty cents per week in addition to what they actually earn at the usual fixed rates; thus, in some sort, a pecuniary inducement is held out to the parents to promote the attendance of their children at school. It is also arranged by agreement with the officers of the mill, that the time-table of the attendance, &c., at school, shall be kept in the same form as at the mill, and being regularly transmitted to the office the same deductions are made from wages for absence from school, as from the mill. Tardiness at school is also treated in the same way, and under these arrangements, faithfully carried out, truancy and inexcusable tardiness are of exceedingly rare occurrence, and we have perhaps arrived as nigh unto perfection in the treatment of these school annoyances, as is permitted in the administration of human affairs. The great difficulty, however, comes from the migratory habit of the parents and families to which the scholars belong; by their frequent removals, a constant change is going on in the material of the school, as will be seen by a reference to the figures given above; of the one hundred and twelve different individuals belonging to the school while it has been in operation, the average number each day has been but sixty-two, giving as the average time of attendance for each, about fourteen weeks, or seven weeks at an ordinary school of two sessions daily. This result is attributable in part to the fact that during a portion of the time, the operative force in the mill was reduced in consequence of fluctuations in the trade, or other causes. This peculiarity, together with the extreme diversity of attainments, or rather of want of attainments of those who are admitted into the school, many of whom cannot readily understand our language even, prevents any systematic classification, or regular course of instruction and study from text-books, and renders the teacher's task doubly laborious.

The plan of instruction pursued has been such as seemed to be demanded, without reference to the course prescribed in other schools. The teacher's brain is, in main part, the text-book; and the school exercises consist chiefly in oral instructions, readings and recitations in concert, and slate and blackboard lessons, in somewhat rapid succession, interspersed with music and song, the whole enlivened and illustrated by a running commentary of instructive anecdotes, queries and explanations, that will not suffer the attention to be withdrawn, nor the interest to flag. A considerable amount of what may be termed parochial work, in visiting the children and parents at their homes was requisite to the more perfect working of the school, and in

order that the parents might be brought to an understanding of its character and purpose; many of them being entirely ignorant not only of the plan and purpose of this school, but also without experience or appreciation of any public system of instruction for children, and disposed to regard it with suspicion from notions founded in sectarian prejudice. This much has also been performed by the teacher at much expense of time and labor, and with good results.

The requirement of the law, that these children shall attend a day school three months in a year will be answered, doubtless, by six months' attendance upon these half day sessions, and the officers of the corporation will not feel themselves authorized to insist upon a longer attendance in each year, against the will of the parents, but they do not limit their offer of wages to that time, nor have any efforts been made to have their children return to their work on full time at the expiration of their required term of schooling. Individual instances have occurred from time to time of children who have left the school and gone to work when, it would seem, they ought to have been in the school, but these were, probably, at the instigation of overseers or parties having immediate charge of the department in which the child was employed, prompted perhaps by the desire to increase the production of their particular room or department in competition with others, and without being brought to the observation of any officer having general authority in the matter. It is hoped and believed that with further experience of the benefits of the school and a better understanding on the part of parents, such instances will become more and more rare, until they shall cease entirely, and that parents will be more inclined to keep their children at the school throughout the year. Already a number have expressed their intention to do so, and the corporation will fail of securing to themselves the benefits which they have the right to expect from their wise and liberal policy, if they do not thereby, gradually draw to their service a more intelligent and reliable, and therefore more profitable class of operatives, whose appreciation of the value of education to their children, shall induce to a more permanent residence that they may receive the full benefits of the school.

Looking upon this school as an assured success, and to become permanently a part of our school system, we congratulate the board and the city upon its establishment, believing that it will prove a means, such as we have not heretofore been able to command, of raising the coming generation to a higher level of attainment and character. We should be remiss in our duty if we dismissed the subject without expressing our appreciation of the liberal policy of the government and officers of the Naumkeag mills, and of the moral support given

the school by their action, which has been of great service. And especially are our acknowledgments due to Mr. John Kilburn, the accomplished agent of the mills, for his uniform and active interest, as shown by his judicious advice, his careful and efficient arrangements for carrying out the plan, as well as for his generous donation, from his private purse, of a fine melodeon for the use of the school, which in the hands of the teacher has become a valuable assistant both in government and education. To his hearty coöperation, the success which has attended the school interests is largely due.

*School Committee.*—GEORGE F. CHOATE, CHAS. A. ROPES.

*Report of Committee on Evening School.*—The committee, in presenting their second annual report, are happy to be able to note a marked improvement in some particulars, in comparison with the preceding year. Much that was experimental at the outset has been abandoned, and what has been proved useful has been retained. Those who were attracted by the novelty of the enterprise, have gone in search of some new thing, and those who are in attendance now, may be justly presumed to come for the purpose of acquiring that knowledge of which they are so sadly in need. The committee are glad also to note the good order that prevails, and the services of the police, so frequently in requisition last year, have not been in demand during the year now closing.

The principal reports from the male department :—

Whole number entered,	. . . . .	241
Average number present,	. . . . .	70
Per cent. of entire number,	. . . . .	28
Per cent. of regular attendants,	. . . . .	70
Age of youngest pupil,	. . . . .	12 yrs.
“ of oldest pupil,	. . . . .	24 “
Average age,	. . . . .	16 “

Of the 241 entered, many attended only one or two nights. If only those who can be called regular attendants are considered, the per cent. of attendance, as stated above, is about seventy.

In the female department of the school the teachers report :—

Whole number of scholars,	. . . . .	71
Average attendance,	. . . . .	50
Age of youngest pupil,	. . . . .	12 yrs.
“ of oldest pupil,	. . . . .	30 “
Average age,	. . . . .	18 “

The wisdom of the committee in appointing this department of the Evening School to hold its sessions in the Naumkeag school-room, is manifest in the fact that upwards of eighty per cent. of the pupils

are operatives in the Naumkeag cotton mills, and residing in that neighborhood.

In consequence of the varied attainments of the pupils, no perfect classification has been attempted; the principal division being in regard to those who have some knowledge of reading and writing, and those who have none. The exercises of the school consist of reading, spelling, arithmetic, geography, writing and singing. It is found profitable to conduct many of these exercises in concert.

The pupils are well behaved, and manifest a great degree of interest in the studies. This department is not so seriously affected by constant changes of pupils as the other. Still some improvement in this respect is desirable.

In concluding this somewhat general summary, necessarily imperfect, as the school term is not yet completed, the committee recommend the enterprise to the favorable notice of the public. We urge our citizens to look in from time to time to see what is doing, and to encourage the pupils, by the interest they will thus manifest. The committee desire also to record their appreciation of the faithful labors of the teachers, who bring to their work large experience and surprising zeal, considering they are already worn with the day service they have performed. We believe that each year these schools will be lifted to a higher level, and prove to be of incalculable advantage to the community.

*Chairman.*—E. S. ATWOOD.

*Examinations.*—Assuming the usefulness of more or less frequent investigations of the scholars' progress in their respective studies, it is not my intention to theorize upon a question which has been a good deal discussed by those interested in education, viz.: what is the best mode of conducting examinations? These must adapt themselves to the varying situations of grades and classes. They should, I think, aim to touch fairly and uniformly upon branches pursued for the period which has elapsed since the last trial, not seeking to see how many pupils, or how few, can solve some very complicated problem in arithmetic, or parse analytically involved and long sentences in English poetry, or spell words of uncommon or doubtful usage and meaning. It has been my intention, in performing so much of this somewhat difficult duty as has fallen to my lot, to make a varied and perhaps easy class of questions, rather than to search out what might discourage the pupil from effort at the very first. With this view questions testing qualifications for the High School, and the Grammar Schools, have been formed, in each instance, more for the purpose of keeping those of defective acquirements in their proper spheres, than

for selecting those, and those only, among candidates who gave high promise. If it be true that his best scholars show the full breadth and depth of the teacher's work, it is equally true that those of moderate capacity show the honesty of purpose and sense of right which have actuated him in his calling, by the evidence they give, through their acquirements, that they have not been neglected.

*Time Apportioned to different Branches.*—Whatever the desires of the community and the tastes and judgments of teachers make prominent as studies, will ordinarily be manifested by the time allotted to these in the order of school exercises. New England committees and instructors have a general impression as to what should claim the most of a Common School master's attention and what should be put off with the least. As the extensive course required or permitted by the statutes is gradually drawn into, and makes a part of the everyday work of the schools, some adjustment of the studies hitherto pursued must be made to admit the new branches. For several years previous to 1868 no interruption of the uniform tenor of the six customary studies of most schools had been experienced. In that year music was attempted in the grammar grade as a study and not as a recreation merely, and in the early part of last year drawing also was introduced. In both these cases the only objection raised and pressed with earnestness was, the necessity of shortening time already none too long for studies pursued. Nearly at the same juncture my attention was directed to the inquiry, "How much time does each study and exercise in this grade appropriate?" Questions were circulated and answered by every teacher showing how much was used by them respectively. From a summation of these it was found that in the Grammar Schools, as a whole, the proportionate amount of time appropriated by all the teachers to devotional exercises was .05; to reading .09; to spelling .08; to writing in copy books .07; to written arithmetic .22; to mental arithmetic .01; to geography .15; to grammar .06; to history .03; to drawing .05; to physical exercises .005; to singing .06; to general exercises .01; to recess .08. Some of these studies are not pursued by all the pupils, as history and grammar; but the inference to be drawn is, that we make arithmetic first, and geography second, in the time given, after which follow, at a considerable interval, reading, spelling, writing. It is proper to remark that grammar, were it general, would stand very high in the list, and history also.

Now from term to term the order of exercises will show some variation from the proportions mentioned, but I suspect these would be substantially the same in nearly any term taken at random. I am of the opinion that arithmetic, grammar, reading, writing, should be



leading studies; that they should have large proportions of time; but suggest that the result reached above shows too great a prominence in some branches, as compared with others. The most intellectual studies are very important; but those which depend upon practice for a good degree of success, should have their share of the teacher's time.

Not valuing at so high a rate merely, well written copy books as I do the results of a good elementary instruction shown in exercises of various kinds, such as notes, bills, letters, deeds, abstracts, and similar work, that anticipate the future use of writing in the common life all must lead, yet knowing how important are the good habits these aid in forming, it is my wish to call the attention of the teachers, particularly those who have charge of beginners, to the need such beginners have of much care and practice added to careful instruction, in their early attempts to overcome the obstacles that lie in the way of obtaining a legible and ready hand.

*Drawing.*—The vote of your board in accordance with which drawing was made a regular study in all the public day schools, was passed Feb. 15, 1869. About the middle of April preliminary lessons were given to the teachers by a lady who came for that purpose at the offer of the publishers of Bartholomew's system, the one adopted. Since that time the Grammar and High Schools have had regular exercises in this branch, with varied results. Teachers who have believed that this art should be attempted by those only who have a natural taste for it, and have been discouraged by imperfect efforts when expecting too much, will not exaggerate its success. Small as has been the time allotted to it, and inexperienced as were the teachers whose duty it became to attend to it, it cannot be called a failure. I have had copies from every school selected with reference to their excellence and their deficiency, have examined them carefully, and come to a far different conclusion. We ought not to doubt that the system used, starting with straight lines in varied positions, giving much discipline to hand, eye, perception, will, as it becomes more familiar, develop an amount of ability in this direction we have not suspected. No one presumes that every boy and girl who goes faithfully through the author's first book, will be an eminent artist; but he will acquire, in a degree not possessed before, a facility in judging of spaces, in marking definite positions, in a steady command of the muscles, and in following a moving point, that he had not at first, added to a confidence in the possibility of future progress, and a knowledge of the steps to secure it, well worth his time and expense.

Some teachers have already expressed themselves in terms more favorable than at first could have been hoped, and I believe as each

one surmounts the unavoidable vexations incident to the introduction of a new study, such expression will become stronger and more general.

*Superintendent.*—J. KIMBALL.

### SAUGUS.

*The Study of Written Arithmetic.*—We wish briefly, not as censors or alarmists, to call attention to some grave considerations connected with, and growing out of, this branch of what we call Common School education, which seem to demand immediate notice, and perchance reform. No other study occupies so much time in our schools as arithmetic; the average time given to it by each pupil is a daily recitation for eight years. If with so much valuable time, toil, and pains devoted to the science of numbers, our children do not become accomplished arithmeticians, a serious defect must exist somewhere. We think the defects, and we confess they are numerous, which we discover, are to be ascribed mainly, directly or indirectly, to defective text-books, and are certainly far less the fault of teachers than publishers and book-makers, who devoted to their specialty, have expanded arithmetics by crowding into them all possible minutæ and details badly arranged, wordy and indistinct in expression of definitions and rules; ambiguous, crooked, and puzzling to the last degree; a mingled mass of useless, superfluous matter, leaving the principles which ought to be in elementary works as simply, clear, and concisely stated as human language will permit, buried in a mass of phrases, enigmas, and puzzles which serve rather to confuse than enlighten the mind, and to conceal rather than reveal what the child is seeking to learn.

How then can this science be presented to the understanding of the young learner in the most simple, direct and forcible manner, thereby saving a portion of time for other important and too much neglected branches of learning, becomes a question of some importance in this fast age, hurried on by steam and lightning. Of the too principal modes of proceeding that present themselves, the one is the quick, sharp, incisive process of analysis and inductive reasoning, aided by apt illustrations and the use of objects; and the other is the dull, mechanical advance, slow moving, by mere force of technical machinery, of rules laborously memorized without any grand mastery of mind or inspiration of idea.

Each has its advocates: the former, the progressive, live men and women demanded by the times; the latter, though respectable in number and influence, are of the slow-coach arrivals, who have come too late.

While we wish to expose and denounce this book-cramming delusion, and remove its overshadowing influence, or what we consider as such, we are not fully prepared at present to decree the banishment of arithmetical text-books from our schools, or to recommend their immediate and total abrogation. Some of them on mental arithmetic are useful, and some on written arithmetic, so called, may be so, in the proportion of three grains of wheat to the bushel of chaff, in the hands of pupils, as encyclopædias for reference, and slight relief to teachers; but we would not have ascribed to them a fictitious value or undue importance. As teachers, they are useless; as guides, they contain merely the form, the mould, the language in which others have expressed and clothed their thoughts, but are not, and never can be, substitutes for thought and thinking. Children must learn to think, and to think for themselves, in order to become self-poised and self-reliant.

*School Committee.*—AUG. B. DAVIS, GEO. H. SWEETSER.

### SWAMPSCOTT.

During the spring and summer terms, a part of the class which completed its Grammar School course remained in the school as an advanced class, and pursued the High School studies, viz.: Algebra, History, Natural Philosophy and Geography. It is the intention of the committee to furnish those who wish to pursue their studies further than the Grammar School proper with every facility to do so; and the committee think that, in a few years, if enough remain in this advance class to justify them, they shall be able to furnish the means for a High School course, as good as in other towns. We shall soon be compelled to provide means for a High School education to our own citizens, as it will be impossible for a large number of scholars to find access to the High Schools of neighboring cities. They are beginning to close their doors against us, and our only remedy will be to provide ourselves with such a course. This can and ought to be done; and it is with this end in view that the committee have made provision for an advanced class in our school. They are satisfied that this class, under the instruction of the present teachers, who are amply qualified to teach the higher branches, will find it as advantageous to remain in the school as to go elsewhere.

*School Committee.*—D. W. FULLER, WM. B. CHASE, JOHN THOMSON.

## WEST NEWBURY.

The more each parent and guardian does to secure constant and timely attendance, and good deportment on the part of their own children, the better will be our schools, the more efficient our teachers, and the more satisfactory our present school system.

We do not think that it follows necessarily, that because the little democracies, school districts, have been abolished, that parents should not take as much interest in schools as before.

It is true the district had school meetings then, but the interest in them was very limited. They were generally thinly attended except by boys, who went for fun and to witness the management of these little legislative bodies; and we very much doubt if their parliamentary knowledge was increased thereby. Prudential committees were chosen, who accepted the office, either from personal motives, or because it was their turn to serve. If from personal reasons, the hiring of the teacher (which was the most important duty to perform) was not likely to please more than a small majority. If as a reluctant matter of duty, not more than a small minority of the district. The same was gone through with year after year, and most always with a change of teachers at least every year.

The present plan, we believe, presents many advantages, and only needs hearty coöperation to secure more complete success. Choose the best superintending committee that you can, and give them all the aid in your power. This will eventually produce the desired result.

*School Committee.*—MOSES C. SMITH, J. Z. GORDON, D. L. AMBROSE.

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FRANKLIN COUNTY.

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## BERNARDSTON.

The ballot is the great power of a free people. The general education of the people makes that power intelligent and a blessing. Without general education, freedom becomes license and is a curse. The first white settlers of New England realized this truth, and laid the foundations of a free school system broad and deep in the hearts of the people, and upon their statute books. From these New England fountains have flowed mighty streams to the West, and more recently to the South, whose regenerating and elevating influences no

human mind can estimate. Let it be ours so to foster and conduct our schools that, however high these overflowing streams may rise, their fountain shall be still higher; that the schools of New England may profitably be made models for those who desire to copy from the best.

Your committee cannot conscientiously recommend all the school-houses of Bernardston as models for anything to anybody, while it is true, as it is to-day, that some of them are actually inferior to the best barns in town, whether we regard the adornments of paint and shade-trees upon the outside, or the comparative comfort of the children and animals within. We trust that the good sense of the people of a town which does so much for its churches and Institute, will soon remove this cause of reproach.

*School Committee.*—S. N. BROOKS, B. S. BURROWS, T. A. MERRILL.

### CHARLEMONT.

We do not wish to crush out the joyous, buoyant feeling of childhood or youth, but would have it controlled and manifested at proper times, and in a proper manner and place. But can small children be busy all the time? We answer they will be doing something all the time, and it is better to find them work than to let them find their own work. They should not be required to sit still six hours in a day, but in pleasant weather let them have time to play in the open air and amuse themselves in any right way. When in school let them have chalk and make figures, or letters on the blackboard; or let them draw with pencil and paper, or with slate and pencil. Those old enough to study should be expected and required to do so, and pupils should take what studies they can thoroughly master, and no more, and then make it a point to have every recitation a perfect one. We wish here to call attention to specimens of drawing in one of our schools, taken rather as a rest from other studies than a regular exercise. All of the work was neatly and nicely executed, and some showed a decided talent in that direction.

*School Committee.*—LYSANDER HILLMAN, E. H. LEAVITT, HIRAM TEMPLE.

### COLERAINE.

In the great freshet of last October, so destructive to public and private property, our schools did not escape unharmed. Our fall terms were then in progress, and owing to the fact that our bridges were all washed away and the roads impassable, the attendance at those schools was much smaller than it otherwise would have been.

Our schools the past year, with one or two exceptions, have been very satisfactory and successful.

In conclusion, we will say that as a town we have not, we think, been benefited by the Act passed by our Legislature to abolish the school district system.\* As is shown by this report, there has been expended for the support of schools about \$100 more than was used last year, while the number of scholars in attendance has been much less, and a less number of months schooling of 22 1-2.

*School Committee.*—HEZEKIAH SMITH, O. J. DAVENPORT, DAVID SNOW.

### CONWAY.

The system, by which many of the schools have been taught, has been not only wrong in its operations, but radically defective. Learning without education is of no utility, in the business transactions of life. This distinction will bear the closest criticism. To surfeit the memory with unappreciated verbiage, and then throw it into the mind undigested, and undigestible, can never give intellectual growth and strength. Nothing should be learned that cannot be made useful or not understood; time and rational faculties are too sacred to be trifled with. What benefit can be derived to the child, from learning to spell words of this description, and there are pages of as worthless words to the young pupil in the spelling-book, viz: feoffee, feoffment, feoffer, syrtic, syрма, pyrgom, hyrse, thyrs, thyrse, thyrus and thyrsoid. These words, in many instances, are required by the teacher to be spelled; and whole days are worse than wasted, in learning to combine letters, that form the words. These words are made the lessons of young children just beginning to read; and the one that can spell the greatest number of them, gets the highest credit-mark—not a word of which gives the pupil an idea; still it is maintained, that the drill gives strength to the mind. A colored boy in Boston committed several of Cicero's orations to memory, and would declaim them fluently without being able to translate a word into English.

Dr. Winship of Roxbury, not a large man, has so disciplined and exercised his muscular powers, that he is able to raise, by his own strength, more than a ton weight; yet what use to himself, or the world can such an attainment be? Scholasticus plumed himself, that by practice, he was able to stand on one foot a whole hour. A wag remarked to him, that a goose could stand on one foot twice as long. Alvin Clarke, once an obscure boy, has so schooled his physical powers that he has been able to form, by manipulation, the most perfect

\* The committee, in the last paragraph, charge to the Act of 1869 the reduced attendance, which is accounted for in the first, by the October flood.—[SECRETARY.]

achromatic lens for a telescope, that has ever been made. The world is better for his labors; and his physical faculties have become more useful. Utility should be kept in view in all learning. It would be well for every school miss to be able to spell knitting-needle, sewing-machine and scissors; and every farmer's boy, certainly, should at least know how to spell bridle-rein, scythe-snath and pitchfork; yet a bright-eyed girl, who had studied grammar and geography, and who no doubt could sew and knit and cut paper possibly artistically, was asked to spell sewing-machine, knitting-needle and scissors, spelt them sowing-masheen, niting-nedel, and sisors, and a boy, that belongs to the "first class" and who could ride and guide a spirited horse, and was able to do good work in the hay-field, spelt bridel-rain, sithe-snarth, and pich-fork. Is it not obvious that the primary instruction of this girl and boy had been misdirected by their teachers? It is a great fault, that pupils are permitted to use words, of which they have no knowledge of their import. A pupil, who had become familiar with the names of all the bones of the human body, was asked to define the word physiology, replied that it was the name of a book. A student, who had been "through the philosophy," was asked if any effect could be greater than the cause, was unable to decide. These examples represent, to a great extent, the kind of teaching that many of our schools receive.

It is seriously to be regretted, that pageant exhibitions are too often substituted for thorough examinations. Fluent recitations, the import of which is but little understood by the reciter, are frequently the most prominent feature in the exercises of the "closing up of our schools." These practices are not only productive of no benefit to the pupil, but inculcate by the teacher, duplicity and deception; yet in such exhibitions many teachers have their only merit, and from which they derive their highest praise.

*School Committee.*—A. FORBES, E. GUILFORD, WM. A. THOMPSON.

## DEERFIELD.

*Complaints about Partiality in Schools.*—These are not uncommon. They are talked over in neighborhoods, and not unfrequently come to the ears of the committee. In some cases during the past year they have been inquired into, and the real cause found to be with the scholars themselves rather than with the teachers. There are some scholars, who, from indolent habits or trifling, will not apply themselves to their studies, and consequently fall behind those with whom they are classed. Of course they lose their standing, and must go back to other classes, a matter that may be as trying to the teacher as to the

scholar, but which is often taken up as a mortal offence by parents and others sympathizing with them.

There are other scholars who may or may not do well in their studies, are bright and sprightly and sociable in their disposition, and for want of sufficient self-restraint, not only break over rules themselves, but lead others also into the same fault. Of course they must be spoken to, and perhaps again and again, until mortified perhaps they fancy themselves singled out by the unkindly partiality of the teacher, and their parents take up their cause accordingly.

It is most natural, and right, that we should judge and feel kindly towards our children. So strong is this tendency, that we need to guard against an undue measure of it. There may be partiality on our own part, and we need to be careful not to misjudge teachers, whose office it is to do all in their power, both to instruct our children and correct their faults. It is very possible that the teacher, in endeavoring to urge on the indolent scholar, or keep in check the trifling one, may be tried and say things severe, it may be unduly so; but in all ordinary cases our sympathies should be with her rather than with those who are the occasion of such trial. Especially let us not misjudge the teacher on the ground of complaints, the only reason for which are the shortcomings or faults of those who make them.

On the subject of instruction we want to say a few words more. The teacher's duty does not end with what may be called the regular studies, however well and thoroughly they may be taught. Our scholars, from the oldest to the youngest of them, should be instructed and trained in good manners as well. They should be made to feel that vulgarity is a vice, that boorishness of manner and address is unfit not only for the school precincts, but for any company and place; the law of kindness, gentleness, courtesy, self-respect, and respect for others should be instilled into every mind.

Nor is this all; the subject of morality and of piety too, in their appropriate places, are not to be overlooked. No one of all our citizens, we think, would wish that there should be the inculcation of denominational sentiments, or any thing that would give the least bias in that direction; but there are great principles, both of morals and of religion, which are common to all, which are easy both of apprehension and of application, and which our statute law makes obligatory to be taught in all our schools.

*School Committee.*—R. CRAWFORD, E. BUCKINGHAM, J. M. EATON, R. N. PORTER, A. P. COOLEY, GEO. FULLER, W. WARNER, Jr., ZERI SMITH, W. DEWOLF.



## GILL.

Let us not forget that education includes the moral and the physical as well as intellectual man. While it is universally admitted that good order and discipline are necessary to the success of a school, there are some persons who are ready to find fault with any mode of correction made use of by the teacher for the maintenance of good order in school, if that mode happens to be applied to their children.

The most casual observer cannot fail to perceive the baneful effects produced upon a school by a collision between parental instruction and school government. We would urge upon parents a cordial co-operation with the teachers in their efforts to maintain good order.

You who have children, hardly know at times how best to govern them. How think you that you would succeed if those surrounding them should instil into their minds that you are not worthy of their regard, and that to disobey you is manly?

*School Committee.*—LEONARD BARTON, SIMON C. PHILLIPS, J. D. CANNING.

## LEVERETT.

The new system has a few advantages. First, we shall be likely to have fewer and better school-houses. Second, the length of all the schools will be likely to be the same, making the advantages to the scholars more equal. Third, the school committee hiring the teachers will be more likely to adapt the right teacher to the right place. It also has its disadvantages. First, it takes away the old established and cherished rights of the districts themselves—the right of building their school-houses, hiring and boarding their own teachers, getting their own wood, and all those old prized privileges they have enjoyed so long and still claim as justly belonging to them. Second, it gives uncommon powers to the school committee, and greatly increases their thankless and unprized labors. Now, they must hire all the teachers, procure them boarding-places, purchase the wood—see that the school-houses are in good and proper condition, and numerous other duties besides. Third, now the town must pay in cash, for the board of all the teachers, and at a higher rate than formerly; before, teachers were often boarded by the district. Fourth, formerly the districts often contributed the wood; now it must be bought and paid for out of the school money. Again, it is far more difficult to obtain boarding-places for the teachers than formerly. And lastly, I am sorry to say that the inhabitants of the districts seem to take less interest in the schools than when they were more directly under their supervision.

*Chairman.*—DAVID RICE.

## MONROE.

To secure good schools it is necessary to obtain the services of first class teachers, and it is equally necessary that parents give their influence and coöperate with teachers and aid them in all their respective duties.

To the credit of the town the committee are able to say, for the past year there has been more union between parents and teachers to make our schools what they should be, interesting and attractive to scholars. We must make our schools pleasant and interesting; then we shall not see such lack of attendance as we too often observe by the school registers.

*School Committee.*—CHARLES T. WALCOTT, ASAHEL GORE.

## MONTAGUE.

There has been among us, for some time past, marked occasion for a revival of interest in the Public Schools, and it should be enough to stir every drop of Puritan blood coursing in our veins, that the Common School system—that which has so long been our pride and boast—that which our last year's report fitly called the hope and glory of New England—that which the Old World has been glad to borrow from us,—has been vigorously attacked. Seven millions of our people, fanatically sectarian, are through their leading organs crying:—Away with it. Their language is—"No state taxation or donation for any schools. Let the Public School system go to where it came from—the devil." We quote the last sentence, not that we are partial to its construction, or to the language used, but to show the animus of the foe, at what conquest he aims. It should stir us to reply: No you don't. Intelligence for the masses is not a failure. Homogeneity of races secured through one common educational system, is not a myth of the New World. We propose to fight it out on the old line; all honor to our Public Schools.

*School Committee.*—EDWARD NORTON, E. A. DEANE, DAVID CRONYN.

## NEW SALEM.

The abolition of the district system brings us under the town system. The Board of Education, the Secretaries of the board from first to last, the best educators of the State have felt the evils and defects of the district system and have greatly desired a change. They have sought this change, not with a desire to infringe on the rights and liberties of any man, or in any way to exalt themselves, but because

they believed, the best schools were found where the town system prevails. The change in the system does not settle the number of schools or the location of the school-houses ; it places these things under the control of the town or in the hands of those whom the town shall elect and make responsible for the discharge of their duties. The town raises the money by taxation, for the benefit of the children equally, and the town must determine how and when it shall be expended.

The town system works with some friction among us, yet we confidently believe that it will give us fewer and better schools, and not be so great a waste of money. It is impossible for all to have schools at their own doors, though we would be glad to have them if it was best. We should yield some conveniences for the sake of the greater good. We trust that time will show it to be the wisest and best system for the State, and even for the small towns. It places upon the committee a responsibility they would prefer not to have imposed, and yet, we admit that it seems more natural that those who examine the teacher and superintend the work should contract with the teacher.

*School Committee.*—D. EASTMAN, B. W. FAY, W. PUTNAM.

### NORTHFIELD.

The schools, with a single exception, have been under the charge of female teachers. It has been well nigh impossible to secure any other. There are very few, if any, of our schools which may not be successfully taught by females. They are adapted to the work of teaching, and if heartily sustained, by parents and guardians, are able, generally, to maintain good discipline. The objection that they will not succeed in the government of a school, in which there are rough and unruly boys, is often disproved by facts. Their wisdom and skill in discipline, are not unfrequently seen in the prevention, rather than the punishment of offences. If they cannot, in many cases, resort to corporal punishment, they can avoid the necessity. Our female teachers, have proved themselves to be good disciplinarians. In some instances, their unpopularity has been clear proof of their faithfulness and success. The discipline of a school may have fallen so low that the effort to bring it up will necessarily provoke prejudice and opposition. The determination on the part of teachers, to maintain strict discipline is often a fruitful source of complaint, not only among pupils, but with parents and guardians. The good order of our schools is largely dependent upon influences which prevail at home. If the young are there trained to a love of right, to a respect of authority, to habits of obedience, the government of our schools will be

comparatively easy. If the hearty coöperation and sympathy of parents are given to our teachers, they will rarely fail of success.

*School Committee.*—T. J. CLARK, S. W. DUTTON, E. W. COLTON.

### ORANGE.

Perhaps there is no one thing that will do more to raise the character of our schools than for the parents to visit them more frequently. The diligent and conscientious teacher would be encouraged, while the easy going ones would be, either stimulated to more diligence, or their shortcomings would become so well known and marked that they would have small chance of continued employment. We note now, as we have done for years, that very few fathers visit the schools from one year's end to another, even at the examinations. The mothers get out more, but far less frequently than the importance of the case demands. No one questions that we give most attention to what interests us most. Judged by this standard, what is the relative importance of our school system in the minds of a majority of the fathers in this town. Does any one plead want of time? He will not deny that he finds time to feed and clothe his children, and take them to places of amusement.

Is not life more than meat? Is not intelligence more than fine clothes? The real difficulty is, we apprehend, more the feeling that to visit the school would seem odd to one's self and appear so to others, and people do so dislike to be odd. We wish that this feeling might be overcome—this negligence done away. Parents should drop into the school-room as quietly and easily as they would into their workshops, and should show as much interest in the intellectual progress of the pupils gathered there, as they show in regard to their own material interests.

*School Committee.*—SAM'L S. DEXTER, E. A. BROOKS.

### SUNDERLAND.

Your committee look with great favor upon the increased attention and skill bestowed upon the training of little children. This lies at the foundation of a liberal education, and every point gained in the Primary School, or lower classes in the Mixed Schools, is sure to tell on the whole mental and moral career of the child.

Again, regularity of attendance in the Primary department is a power in itself, and where it becomes more general, there will be an incalculable advance in primary instruction, which will have an influence upon the more advanced classes.

Having acquired habits of regularity, and become familiar with the elementary branches in their earlier years of school-life, they reach a period when knowledge begins to assume an attractive look, and their prospects for pursuing a regular course of higher education are very much increased. A glance at the history of our own schools will warrant the assertion.

When compared with the whole number of children between the ages of 5 and 15, there are but three towns in the Commonwealth that show by their returns a larger average attendance than Sunderland. In view of facts like these we are not disappointed when we find many of those who graduate from our schools entering upon a more advanced course of studies. If each city and town were to furnish as many college students in proportion to their children of school age, as Sunderland, (including those who have removed after enjoying the full benefit of our schools,) it would require at the present time a larger number of colleges with accommodations for five hundred students each, than the number of counties in the State. If we turn to Mt. Holyoke and Williston Seminaries, to Vassar and Agricultural Colleges, or numerous other educational institutions, we are met with equally startling figures and furnished conclusive evidence that our premises stand firm.

*School Committee.*—LEVI P. WARNER, ELIHU SMITH, ALBERT MONTAGUE.

## WARWICK.

*The District System.*—The abolition of the districts was an important step in the progress and perfection of our State system of Public School education, and our report would be incomplete without special reference to this subject.

There is much confusion of thought upon this matter, which must be corrected before an intelligent criticism can be made, or before the popular will can be harmonized and educated up to that point, which shall secure universal sympathy with measures of reform, absolutely indispensable to the progress and perfection of the American idea of free, universal, equal educational privileges.

European history fully illustrates the incompatibility of petty, independent governments within the domain of great states, that every royal scion may have something to govern, be it ever so small in territory, or insignificant in character. Such experiments have universally bred discord, and tended to national retrograde and anarchy.

The old district system is a perfect counterpart in educational matters of petty governments in political affairs and never has failed to foster and perpetuate strife and ill-will to such an extent that it would

hardly be possible to find within the limits of the State, a school district that for any number of years has administered its affairs with a degree of harmony that has secured more than a partial success in the important trusts it has so unwillingly surrendered.

Many complaints have been made that the State, by abolishing the districts deprived the towns of their rights. This is a mistake, as the absolute control of our educational interests belongs to the State, the Board of Education assuming the general supervision of the school interest, the success of which depends upon uniformity of system, which the abolition of the districts accomplished.

The evils of the district system are so numerous that the brief limits of this report fail utterly to do them justice. We can only mention some of the most prominent.

The universal method of choosing a prudential committee to serve a year, has secured a constant change of teachers, and kept the schools in a perpetual revolution. The great difficulty of assessing and collecting a trifling tax for making repairs upon the school-house, and defraying other district expenses, has resulted everywhere in the almost total neglect of school-buildings; consequently, in nearly every town where the district system has been continued the houses are in a state of ruin, with almost no exception. The policy of the State has always been, especially for the last thirty years, to secure as nearly equal privileges as possible for every child in the State. The operation of the district system defeats this democratic idea of equality by perpetuating all the disadvantages which arise from the great difference of wealth which exists in the different districts, which is especially disadvantageous in the sparsely settled parts of the State. The poor districts cannot compete with the wealthier in furnishing the means of acquiring a good education, which can be secured equally for all under a general system. Where the district system has recently been in operation, and even where the people most tenaciously cling to it, scarcely sufficient interest is taken in its affairs to ever call together a sufficient number to properly manage its business interests, and many districts have, by neglecting to call meetings annually, lost their organizations.

It is generally supposed that the abolition of the district system, is especially advantageous to the larger towns, and a great disadvantage to the smaller. The reverse of this is true. In a wealthy town, every district would be, as a general rule, amply able to take care of its own interests; while in the smaller towns, often the greater portion of the wealth is located in the village, it not unfrequently happening that two or three individuals are worth more than all the rest

of the town. Under the general system it would make no difference where the wealth was situated.

The legislation of the State, and the decisions of the courts, previous to the abolition of the districts, had so restricted the sphere of operation of the districts, that it would have been useless to have continued their organization,—practically they were the same as abolished before the act was passed. Prudential committees could hire teachers, but could not appropriate them or discharge them if unfaithful, nor even pay them, all these duties devolving upon the superintending committee, whose duty it also was to decide how many schools should be kept, and in whose care were all the vital interests of the schools. As we write, we are aware that an effort is being made, which will probably succeed, to repeal the act abolishing the districts. But the mere repeal of this act will avail nothing unless the entire code of school laws is reconstructed, and the decisions of the courts reversed. Should it be repealed it can but be a mere temporary reaction, resulting from unnecessary excitement and an entire ignorance of the great benefits which would accrue could the general system be tried for a few years. Nothing can be gained by perpetuating the district system, while all the advantages most necessary to the perfection of our State school system must thereby be lost. The great lesson of universal history is that reforms and revolutions never go backwards, and hence the district system, which has no claim to exception, must in a few years, at the latest, pass forever away, and our State system become perfect, entire, wanting nothing.

*Warwick Library.*—The educational resources of the town have received an important aid in the establishment of a library of four hundred and fifty volumes, containing historical works, books of travel, scientific works and a great variety of miscellaneous writings, carefully selected, comprising a very valuable collection of books, the use of which any person can have by paying the small fee of twenty-five cents as an annual tax, or become a shareholder by paying one dollar.

The trustees hope to be able, at least annually, to make important additions, and thereby furnish ample facilities for reading, to meet the wants of the town.

The most practical and valuable part of an education may be gained after an Academic, or Common School course is completed, by a wisely selected course of reading. It is that part of an education which never can be omitted and a person be considered well educated.

We desire to impress our teachers, as well as the scholars of the town, with the necessity of extended and careful reading as an indispensable part of a common education.

We live in the hope that the town will at no distant future be amply

rewarded for the effort that has been made to supply complete educational privileges, by such assistance from those who have gone out from our midst, and from citizens of the town, as shall secure opportunities commensurate with the intelligence of the community, and the wants of the rising generation.

*School Committee.*—W. A. P. WILLARD, HERVEY BARBER, HENRY H. JILLSON.

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## HAMPDEN COUNTY.

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### AGAWAM.

With regard to the district system, we believe that it has passed out of use forever. It had become almost obsolete, and the change was demanded by a change of time and circumstances. And we must "accept the situation," and conform to it. Under the old system, there was much injustice. Some of the districts were so large that they drew an amount of money sufficient to keep school much longer than the smaller districts. They could board the teachers from the public money, while in others the teachers were obliged to board around, the burden falling upon those who sent to school. The school-houses were much better in some districts than in others. But now they are owned by the town, and the expense of building and keeping in repair are defrayed by the town, thus instituting uniformity in this respect.

Teachers are placed on the same footing. The schools can be of equal length. But it is urged that it will cost more to support our schools, because all expenses are paid from the public money; granted, but you simply pay that in money which you contributed in board. The whole expense is shared by all—by those who have, and those who have not scholars; thus establishing the grand principle on which the foundation of our common system was laid—that the rich shall be taxed to educate the poor. However much we were opposed to the abolition of the district system, it is done; the new regime is a "fixed fact," and the only course for us to pursue is to acquiesce, and conform to it.

We are happy to say that, in most cases, there has been during the past year good order in most of our schools; but there were exceptions. It is our duty to inquire, why is this? We answer, decidedly, it is in the teacher. The government of a school must, in the very



nature of the case, be a despotism. But it by no means follows, that the teacher should be a tyrant, ruling with a rod of iron—a terror to the governed. The teacher must govern himself. He who cannot govern himself, is not fit to govern others. Decision and firmness are two indispensable traits in character. A rigid self-control must be instituted. The school must be the great object of interest, first and last. The teacher must evince an untiring devotion to his work, in all circumstances and places. He must rely upon his own energies, his tact and skill, and not upon the committee, or any one else. The law of kindness and sympathy must always exist; he must never apply opprobrious epithets; he must sympathize with his scholars in all their little troubles; he must encourage and approve all good conduct and discourage all wrong action, and show himself worthy of the respect and good will of his scholars. The most powerful incentive to good in any one is kindness. We do not approve of corporal punishment, and believe that it should never be resorted to but in the last extremity, when all other means have failed to secure the end. But it should be inflicted as the last resort to sustain the government of the school. We do not believe that in all cases a teacher can avoid the use of the rod, and sustain good discipline. The demeanor of the teacher out of school, has a far greater influence upon the school than many are willing to admit. If he spends his time in the pursuit of no good object, wastes it in foolish and hurtful amusements, or comes into the school-room incapacitated for a discharge of his duties from any cause whatever, he loses one of the best helps in enforcing his rules to good discipline. We have one instance, at least, of this, and if it occurs hereafter, it should be sufficient cause for removal. There must be mutual good will between teacher and pupil. Scholars must be taught to govern themselves; to respect each other, and to have confidence in one another, and in the teacher.

*School Committee.*—ASHBEL SYKES, SAMUEL FLOWER.

### CHESTER.

A frequent change of teachers is in our opinion a serious hindrance to the prosperity of our schools, but it is an evil that we find difficult to avoid. Those who make teaching their business, prefer going where they can obtain employment through the whole year; hence we are under the necessity of employing those who are willing to teach six or seven months and engage in other business the remainder of the year, and of some of this class of teachers it may be said that three months is about as long as they can sustain themselves in one school; consequently a change is necessary.

*School Committee.*—ALFRED S. FOOTE, CHARLES M. BELL.

## CHICOPEE.

A good teacher is above all price, for if he is competent and faithful to his duties and responsibilities, the estimate of his work is beyond measure. To be successful, it is necessary for the teacher, not only to be able to teach his pupils, but to teach himself. If he would avoid a routine method, if he would progress and keep abreast with the improvements of the age, he must study, he must be continually drawing from the fountain of practical knowledge, continually seeking for new subjects of thought, increasing both in learning and in wisdom, so that he may become thoroughly fitted and equal to his important trust.

The teachers in all our schools should apply themselves to close and careful study, to acquire information from all sources, and seek by reading and their general studies to add to their stock of knowledge. This constantly increasing mental culture and discipline are absolutely essential; for the mind, to be vigorous, enlarged and comprehensive, it must have something more to feed upon than its own reflections. To keep your mind, therefore, active and continually improving, and capable of imparting knowledge to others, you must supply it with sustenance drawn from every department of learning, those store-houses which contain the thought, the experience, the wisdom and knowledge of other minds. Especially would we urge upon the younger teachers the importance of a systematic course of study and general reading. Your experience must come from the daily work in the school-room, but your increase of knowledge, and mental improvement, must come from other sources. In the teaching of young scholars, so much can be accomplished by illustration, by the recital of an incident in history, of a fact in science, of the habits and customs of different people, of a thousand other interesting subjects which will awaken their attention and excite their interest, that it is well nigh culpable for a teacher not to possess this needful information. The constant use of the text-book, with no change or variety in the method of instruction, makes both teacher and pupil dull and stupid, and the school becomes a monotonous and tiresome routine. If you would have your school attractive and interesting to these little ones, and a pleasure to yourselves, then inform your own mind and occasionally break away from the old beaten track, and seek a different path, which opens to new fields of illustration, and new modes of instruction, and you will then awaken thought in the mind of your scholars, and create in them an increasing desire for knowledge.

It is impossible to have schools of a high order, unless we have competent and well educated teachers. They are acting directly on

the scholars, and it is through their labors and influences, their exertions and the application of their knowledge of the art of teaching, that success and excellence can be attained. An absorbing interest, an entire devotion, a complete and thorough preparation is needed to make a skilful and successful teacher; and not only are literary attainments and thorough education indispensable, but a knowledge of the art of school-keeping, with a competent capacity to practice it. In this business, the one is the complement of the other. If, therefore, our schools are to improve, we must require a higher standard of preparation, a more comprehensive education, with larger and more extensive general attainments, and which shall also include a more complete knowledge of the theory and practice of teaching.

*School Committee.*—P. LEB. STICKNEY, SAMUAL ALVORD, E. A. MANNING, E. O. CARTER, CHARLES SHERMAN, E. B. CLARKE.

### HOLYOKE.

*Evening School.*—In accordance with a vote of the town, at the annual meeting last spring, an Evening School was opened during the past winter. It commenced on the 3d of January, and continued for nine weeks; being kept three alternate evenings each week. It was under the care and instruction of George W. Edwards, Principal of the Grammar School, and eight assistant teachers. Its numbers ranged from 100 to 187. The scholars, generally, seemed quite interested, and under the faithful instruction of the teachers, made good progress. The school was considered a decided success, and showed the wisdom of the appropriation by the town, for defraying its expenses. We recommend another appropriation of the same amount for the ensuing year.

*School Committee.*—JAMES H. NEWTON, L. F. HUMESTON, WM. WHITING, T. B. FLANDERS, SIMEON MILLER, J. S. WEBBER.

We would take this occasion to say that if systematic and methodical arrangement in processes of instruction is necessary anywhere in school-life, it is especially so in the Primary School. Everybody knows that first impressions are retained in the mind the longest; that what we learn in our early youth is very apt to be indelibly fixed upon the memory; whether the knowledge be of a desirable or an undesirable character. Therefore the necessity of having right influences and right impressions made upon the tender and ductile minds of early childhood. The training of the Primary Schools is very apt to be felt by the teachers in the Grammar and High Schools. Whether this training be good or bad, its results will most likely be wrought out as the child advances in life. Hence we see the necessity of great

care and attention on the part of school officers and teachers to the condition of the Primary Schools.

*Principal of High School.*—EDWARD P. JACKSON.

### LONGMEADOW.

The one key to the problem of success in our Common Schools is the careful selection of the best teachers, and none but the best. The great fault of the district system was, that it tended to defeat this end. By lodging the selection of teachers with a prudential committee, who too often viewed his office as a thankless and troublesome one, to be shifted upon the neighbor next in turn,—being irresponsible to the town, and even to the district, as far as the fitness of the teacher was concerned,—there never could be any certainty of employing the best teachers for any length of time.

Does the present system remedy this evil? Not altogether. But it helps towards it. It concentrates the responsibility of selecting teachers on a committee directly appointed by the town, and it is for the town to appoint a committee that understand their business, and have the courage and energy to perform it.

It is the easiest thing to hire the nearest teacher or the first that applies, but it requires an expert to select the best. It also requires courage to say “no,” to some who are willing and desirous to teach, in their own opinion and in the esteem of their friends, fit to teach, and yet far from being the best. It also requires energy and foresight, for the best are usually in demand and soonest engaged. The committee who wait till just before the time of beginning school to select a teacher, are, in ordinary circumstances, unfaithful to their trust. Is it not really a part of their contract, in accepting their office at the hands of the town, to select the best possible teachers within their reach?

This will involve the refusing of some whom, for private reasons, they would be glad to gratify. There may be young girls, perhaps recent graduates from some High School in the vicinity, who may like to try their hand at teaching, and a father, or some other influential friend, may urge them for a responsible position. Perhaps they can board at home. Have a committee the moral right, for such reasons, to risk the welfare of a school, when teachers of undoubted ability could be obtained for the same position?

There are sometimes estimable persons, but without any peculiar fitness for teaching, who appeal to the sympathies of the committee through their pecuniary necessities, on the ground of “providing for our own.” Charity is well, and well it is that it begin at home, but

our school system is not based on such charitable grounds. Still the principle holds, that while we should, other things being equal, sympathize with the necessities of our friends, and encourage home talent, we should, at the same time, select the best teachers.

Who are the best? The cheapest, some say. They are the best for one thing—to save taxes. But this is not a ground to base our schools upon. We go against waste, and in favor of true economy. “But there is that scattereth and yet increaseth; and there is that withholdeth more than is meet, but it tendeth to poverty.”

The true economy is to get the best teachers. If ever money is wasted, and worse than wasted, it is in paying for poor teachers and shiftless schools. To place a young and impressible child for six hours a day in a school-room where the moral atmosphere, the manners, and the mental habits are all bad, through the incompetency of a poor teacher, is doing irreparable injury to that child's mind and character. If the best teachers are needed anywhere, it is in our Primary Schools. Far more is done to shape the child's character and future destiny, between the age of six and twelve, than in any other six years of life. “The child is father of the man.” The Primary School is the ground plan and basement story of education, and it should be builded well. It is a false notion that anybody can teach young children. It is false economy to cheapen the Primary School in order to help out the High School. It is like rearing a handsome tower on a shaky corner-stone. The foundation will settle, and the cracks will show all through the superstructure. Many pupils never learn to undo the shiftless mental habits that were formed by shiftless teachers of their childhood. Of all ways to throw away money, the worst is to throw it away on poor schools; and poor teachers will always make poor schools.

Are the best teachers, then, the most costly? No; but the poorest always are. And the best teachers are the cheapest, though you pay the most money for them.

A poor country minister, whom the butcher called on every other week, but could afford fresh meat only every other time, lived very economically on baked apples and milk. A friend who visited him remarked, that, after a while, the baked apples and milk began to show through. So poor teaching, after a while, begins to show through.

Peculiar circumstances have led the committee residing in the western part of the town to consider the question of the reading of the Bible in the schools. Our practice had been somewhat careless and indifferent towards it, until the matter was forced upon our attention by the sudden and mysterious disappearance of a teacher's Bible

under circumstances which indicated that the secret cause of its disappearance was a hostility on the part of some of the pupils and their parents to the reading of the Bible in the school. This led to a more particular examination of the statute on this matter, and a determination on the part of the committee, that it shall, hereafter, be more strictly enforced.

The statute reads as follows: "The school committee shall require the daily reading of some portion of the Bible, without written note or oral comment, in the Public Schools, but they shall require no scholar to read from any particular version, whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom, nor shall they ever direct any school-books, calculated to favor the tenets of any particular sect of Christians, to be purchased or used in any of the Public Schools."

Let every citizen read and understand the law. We suppose that our Roman Catholic friends, who were opposed to the reading of the Bible in school, misunderstood it as requiring their children to read the *Protestant* Bible. But this is not so. The law guarantees them perfect liberty, if they have any conscientious scruples against the Protestant version, to read their *own* Bible, in whatever version their own church has approved. As your school committee, we mean to defend them in this liberty. Their children shall have the same right to read their Bible, as our children have to read ours. But as to the Bible, whether read in a Protestant or Romish version, being excluded or abused, trampled on or destroyed—*no*, not while this remains a land of light and liberty! The Bible is too good a book, too vital, too universal,—it belongs too much to the world's history and literature, and morality, and jurisprudence,—it is too thoroughly interwoven with our national traditions, our morality and our legislation, to have any contempt or insult put upon it, that we can remedy or prevent.

The Bible is not a sectarian book. It belongs alike to Protestant and Catholic, and to all sects and to all men. In this land of light and freedom, no man shall put out its light, while every man shall be protected in reading it in any version he may choose, and interpreting it according to the dictates of his own conscience.

You may say, "according to the axiom that good teachers make good schools and poor teachers poor schools, the responsibility rests mainly and ultimately with the committee,"—and so it does. Therefore, fellow-citizens, as we said last year, look sharp after your committee. Be careful in selecting them, for they are your sole executive, and the whole trust of your schools is in their hands. Then give us the means to procure the best teachers, and also to continue the schools to a reasonable length. Be entreated to visit the schools

much oftener yourselves. It is of vital importance. Do not trust us to do all the visiting, nor all that we ought to do;—for, the truth must be confessed, the pressure of their daily avocations and the want of powerful attractions towards the duties of their office, tend to demoralize a committee so far as school visitation is concerned. Visiting schools is not a business that stirring men generally hanker after. It is too sedentary. Children are very interesting and school-mistresses are often attractive, but school committees being commonly married and sedate householders, have long been accustomed to such attractions. We plead guilty to many a yawning desire to get out of school and many a yearning desire to get out of office. It would be more stimulating, lively and agreeable to have you look after us sharper and to meet you oftener in the schools.

*For the Committee.*—JOHN W. HARDING.

### MONSON.

*Relation of the Academy to the Common Schools.*—The object of High Schools is to supplement the range of popular education by a more complete gradation of pupils according to their attainments. That school is best for every pupil, where he can have just that training he needs. It is no advantage to go from a lower to a higher grade, till the studies of the lower are mastered. And when a pupil is admitted to the High School, he ought to leave the lower grade. No man needs two good feasts to be prepared for him to make one dinner. The town ought not to provide tuition at the Academy, for one whose wants are best met in a school of lower grade. A premature transference is an injury to the pupil and a loss to the town in paying tuition twice over.

On the other hand, it adds greatly to the value of the schools of the lower grade, if the advance scholars are removed to the higher, when prepared. For then, those not prepared, will receive that attention from the teacher, which, in a miscellaneous school, they cannot have.

*The Claim of the Public Schools on the Public Sympathy.*—That a new system of supervision has been established, is no reason, of itself, for a withdrawal of public sympathy. The new system is one of modes only, and aims to secure the same ends as the old. The object of the legislation which some complain of, is not to diminish the motives or the means of towns in the support of the Public Schools, but to increase the motives and make the means more efficient. The aim of the State policy is to make all the schools sustained by the people, better than ever, and none of them worse. If this is true, it is folly •

to contend for modes, and so lose sight of the ends which all the friends of education should strive to gain. The difference between the old methods and the new, is in the matter of prudential arrangements. Hitherto, the responsibility of building and taking care of school-houses, and meeting incidental expenses, has devolved directly on those who lived near each school. Now, those duties belong to the town.

It would seem that the care of school property belonging to the town, might have been included with the duties of the selectmen, who are the guardians of all other financial interests of the town. But the Public Schools are of such transcendent importance, that the State has seen fit to appoint a special board, to whom is intrusted the supervision of that great public interest. They are to see that this interest suffers no detriment. They are to account for the disbursement of all the money raised for the support of the schools. They must, if they do their duty, give account to the town as to every item relating to the disbursement of the public funds and every incidental expense thereto related. We do not understand, however, that the school committee is a board independent of control. If any claim for service rendered by them or others acting for them, is unjust or excessive, we understand that the selectmen may adjust or reject any such claim.

It is not true, then, that the school committee are irresponsible, or that the town has no longer any concern in the schools, because a particular system long in vogue, has lately been abolished. The reverse of all this is most strictly true. The new policy is really more public than was the old. The principle of this policy, is that the people shall immediately and directly superintend the disbursement of the funds they raise by tax for school purposes.

The new system changes not one jot or tittle the local character or the local benefits of the schools. If the oversight is more general, it is that each locality many have more benefits.

It will be the aim of the State, under the new policy, and of every town committee appointed according to that policy, to increase the quantity and improve the quality of public instruction to the utmost limit that is possible, and to equalize all the means and facilities of such instruction so that every child may have the same opportunities in all the Public Schools.

If there are faults in the new system of supervision, then for that reason, the people ought, all the more, to watch and scrutinize the development of any evil results, fairly deducible from the system. It is as much the duty, and all the more, indeed, of the citizens that form the constituency of each Public School, to see that every such school



is well kept; to see that all school property which the public have paid for, is protected from injury and wanton outrage; to see that teachers are sustained in their efforts to teach and govern; to see that the health and comfort of the pupils are cared for. The town school committee are their agents, indeed, in doing all this work, but they can and they should be aided in that good work by a correct public sentiment in their favor. The citizens of the town have the same right and the same duty, as they formerly had to meet together, if necessary, and consider in all proper ways, every question relating to the schools, for the support of which they pay their money. They have the right to inquire, and they ought to inquire how every school is taught, and how it is governed, and how it is superintended. If teachers are inefficient or injudicious, or if committees are remiss or delinquent, the people have the same right and the same duty as ever, to express their opinions; and their opinions can find expression, and their influence can apply remedies of evil, just as readily under the present as under the former methods of school supervision.

*Chairman.*—CHAS. HAMMOND.

### SPRINGFIELD.

Our school system must be regarded as one of the great interests of the city. The amount of property invested in school buildings and furniture, the annual cost of sustaining our schools, the number of schools and teachers and scholars, with our eighty-seven schools and hundred teachers and forty-five hundred scholars, with our Primary and Intermediate, and Grammar, and High Schools, and Training School, and Half-time School, and Evening Schools, and Reform School, constitute a large, expensive and complicated system, which requires the undivided attention of one man, and of one who understands his business, to keep it in successful operation. The Armory, or the Boston and Albany Railroad shops might as well be left without a superintendent, as our schools without such an officer. And to think of putting them back under the old district system, or of reducing their expenditures to any former scale, would be too much like crowding them again into the old school buildings. We might as well attempt to compress the oak into the acorn, or to reduce our city again to a Connecticut River village.

*For the Committee.*—S. G. BUCKINGHAM.

The citizens to some extent show their interest in the schools by their presence on public occasions, and sometimes at the ordinary recitation; but if they would visit the schools much more than they do, the effect upon teachers, pupils and people would be excellent. The

teachers would feel that others could appreciate their trials and their labors; the eyes of the children would be brightened, and their efforts be more heartily put forth; and the people would be brought into closer sympathy with the schools. Let a person sit for six hours in a school of fifty pupils—pupils from fifty different homes—homes as different in their influences, their purposes and their surroundings as sin is from holiness, or absolute want from abundance; let him watch the teacher, as worn, not with the labors of the day simply, but of weeks and months, and especially with that heart-weariness that comes from seeing her best efforts thwarted and her counsels set at naught; let him see her as she seeks to make her discipline and her instruction so general and so all-embracing as the unity of a school may demand, and so individual and particular as the several dispositions and tastes and habits of the pupils require,—and he will be less severe in his judgment upon any failures and mistakes, real or supposed.

Should Prof. Rarey or some disciple of his in the horse-taming art, open upon Hampden Park, a school of fifty or one hundred colts; should it be announced that in this school a colt was taught what a horse ought to know and trained in the way a horse ought to go, there would be no lack of visitors to that school, and some who had no colt there, and so had no “personal interest” in the school, would find his general interest sufficient to turn him aside for a season.

But this is easily accounted for; for some one has said—

“A horse! a horse! my kingdom for a horse,”

but how few say—the children, the children, my time and care and thought for the education of the children.

I have thus spoken in general terms of the groups of schools, but there are four special schools that require particular notice. Of these the Ungraded and the Truant Schools, established for the same purpose, are parts of the same system.

Miss Cook resigned her place at the Truant School last April, and Miss Bascom, the first teacher of the school returned. Upon the average, about twenty-five boys are at that school, and they are well fed, well clothed, well taught and well behaved. The school is doing for them more than its best friends dared to hope,—is doing all that it can under the circumstances, but not all that is desirable. It is doing, none can tell how much, to secure regular attendance in the other schools, and thus indirectly is giving us a better educated citizenship. But the poor-house is not a proper place for it. When it was proposed to establish a school for truants, it was so much a matter of experiment, and to many minds so doubtful an experiment, that it was necessary to make the beginning in a quiet way, and with-

out much cost. Had great things been sought, nothing would have been obtained. But now, after a trial of three years, the school can stand upon its merits, and plead its own cause. Among the reasons for its removal are the following :—It is an annoyance to the aged and the infirm poor to have twenty-five or thirty boys in the same building with them. The accommodations are not such as to allow as long a sentence to the boys as would be for their greatest good. There is no regular system of labor by which the boys shall learn to work, and in part defray the expense incurred for them. There can be no provision for girls, and girls are sometimes truants. The expense for food and clothing is now charged to the pauper department, an injustice to that department.

Should the county provide a house of reformation for juvenile offenders, then could truants and those guilty of other petty crimes be sent to such a house, partly as a punishment, but principally for reform, and with proper care, when discharged, many of them, I doubt not, would become worthy citizens. In the meantime, cannot something more be done than has been for these boys when they leave the school? Cannot guardians be appointed for some of them, and good places be found, so that they shall not be forced back into old haunts and old habits? Can there not also the present winter be some change effected in our truant laws, by which parents, abundantly able, shall meet a part of the expense for food and clothing? Is not such a change in the law demanded, both as a matter of justice and of self-defence.

The Training School is another of our special schools. It was established less than a year and a half ago, and when the last report was written had not been long enough in operation to enable one to speak positively of its results. The object of it is to furnish those who pass through the High School with honor, who can show a record for good scholarship and give promise of aptness to teach, an opportunity to learn and apply methods of instruction and discipline; to see how a school is managed by a trained and experienced teacher, and at times, to take the management themselves. To secure this object, from thirty to forty Primary scholars were placed in each of the six rooms, a teacher placed in charge of each room, and all in charge of the training teacher, Miss Bancroft. These teachers have some of them shown great aptness both for teaching and governing, and are doing good service either in the Training School or in other schools of the city. These feel, I think without exception, that they have been greatly benefited by the Training School. Others have not been successful, and have become satisfied that they had mistaken their calling, or at least, that they were not then prepared to enter

upon the work of the school-room. There is no doubt in my mind that if persons without experience as teachers are to be employed in our schools, this school is a valuable auxiliary. But its benefits ought to be enjoyed by more than six teachers employed in those six rooms. There is no reason why a few others could not share the direct instruction of the teacher; why they could not observe and study methods, and occasionally try their hand at doing the work, even though they do not have charge of the rooms. Then if a teacher were absent from her school for a day or two, as happens almost every week, we should know where to find a supply.

It does not seem possible to make ample provision for this school at present, but I trust that at no distant day enlarged and improved accommodations can be furnished.

The other special school is the Half-time School at Indian Orchard. This was opened a year ago, for the benefit of those children who worked in the mills, and who must work for their own support. How then could they obtain the education necessary for themselves, and required by law. To meet this demand for education and for a support, the Indian Orchard Mills Company send about thirty children from their mills, into school three hours a day, and still pay them for full time. These children have made good progress; have, I think, learned more than half as much as they would in an ordinary school, and therefore I think the six months, in a half-time school, more than an equivalent for the three months formerly required in an all-day school. I had hoped that before this, we should be able to have the Half-time School continue all day; that is, to have one set of children out of the mills in the forenoon, another in the afternoon; and I still think we shall attain to it.

*Evening Schools.*—Last winter there were four of these schools: two in the city proper, two at the Orchard; now one here and two at the Orchard. Here an Evening School is an old story, and the novelty is worn off; but at the Orchard it was a new thing, and its advantages were eagerly sought and highly prized. Attention was given principally to reading, spelling, writing and arithmetic, and forty-three of the operatives in the mills who “made their mark” upon the pay roll for November, wrote their names upon that same pay roll for February, and in the words of the agent, “they stood three inches higher in their boots.”

School discipline is becoming more and more difficult, year by year. This is owing partly to the fact that parental government is not what it was formerly, and partly to a change in public sentiment. There is doubt now in some quarters whether teachers have a right to govern their pupils; in fact, whether anybody has a right to govern or be

governed. Every school should have that kind and amount of school order which will best subserve the interests of the school, and that kind of school government which will most tend to develop noble individual character—to make perfect men and women. Order and government differ as a means differs from an end, and the latter is more important than the former, as the whole life of the individuals composing the school is more important than their school life. The practical and the difficult question for the teacher is, how to secure the kind and amount of order and government required. If a stranger in a strange school, he may find the school in confusion, the pupils resolved “to try the new teacher,” and they do try him in more senses than one. While the school is in this state, he cannot bring principles to bear upon it at all. He must by some means secure some degree of order, before he can do anything toward good government. He may be compelled to use means such as he would not prefer, such as he would not use at another time and under other circumstances; but it is his right to employ, to secure order within his jurisdiction, whatever means the parent may in his. Has the teacher no right to resort to an improper mode of punishment? Neither has the parent. No right to make the punishment excessive? Neither has the parent. No right to abuse the child? Neither has the parent. A punishment may be severe, and not be excessive. Imprisonment for life is a severe punishment, but not excessive for the crime of murder. A punishment may be excessive, and not be severe. It is excessive when it is greater than necessary to secure the result desired, and therefore a very light punishment may be excessive, but whether or not it is excessive depends less upon its severity than upon the crime and the circumstances.

The teacher wishes to secure obedience, and the child may be made to obey, yet not be obedient. Galileo was made to recant his heresy of the movement of the earth, but stamping his foot upon the ground as he rose from his knees, said, “It *does* move.” A child may be coaxed or hired, or may so fear the rod that in a given case he will do the thing required, but that is not obedience. Its difference from cheerful, hearty obedience is world-wide, and the labor with a pupil to “make him mind” in the one case, and that to make him obedient, because obedience is something he owes to his teacher, to his parents, to society, and to himself, are by no means the same thing. It is doubtless better for the school and for the boy that he should be “made to mind,” rather than to have open rebellion; but it would be far better for the school, and infinitely better for the boy, that there should be the spirit of true obedience. All teachers have not the same ability to control by personal presence, by magnetic power, by

sympathy; all are not equally fruitful in expedients to interest, and to keep active minds occupied; and so some are obliged to resort to corporal punishment oftener than others. If it be asked why we do not secure those who can govern without the use of the rod, it may be replied that almost all persons who can govern any school without resorting to corporal punishment, do not teach—they have some other calling; and the few teachers who can do this are not easily obtained. Still our teachers seek to conform to the rule of the committee, and make corporal punishment only a last resort. Some have more cases of “last resort” than others, but as good government is a growth, not a creation, all successful teachers have fewer cases the longer they remain in a school. For the last month, there were reported no cases of corporal punishment in more than forty of our schools. It does not, however, follow that because there have been no such cases in the High School for more than twenty-five years, that there need be none in a Primary School on Ferry Street.

*Relations of Teachers to Committees and the Community.*—Are teachers professional agents, or simply servants? Do they owe a professional service, or the service of the day laborer? May they at the stroke of the clock, close the door, turn the key, and shut out or shut in all school care and school thought, as the laborer drops the shovel and the pick at the sound of the whistle? The teacher claims that he stands *in loco parentis*, and so much must be left to his judgment, to his discretion, to his sense of duty and the fitness of things, that I do not see how he can claim or committees grant less. But who thinks of limiting a mother's efforts for her children by the hour, or of estimating their value in dollars and cents? Does not the teacher, straining every nerve for the good of his pupil, belong to the same class of laborers as the physician sitting anxiously by the bedside of his patient, or the pastor watching “for souls as one that must give account”? If so, his service is a professional service, and is no more to be measured by the six hours a day for five days in the week, than is the pastor's by the three hours a day for one day in the week. If, however, teachers are day laborers, they have a right to open offices, take agencies, go into the book business, etc., and when school is out hie them to their several places, and carry on a legitimate and thriving business. But should they do this, would not the community feel that the teacher did not give himself to his proper work; that there would be a divided interest, and that in that division the school would suffer? Moreover, the “Rules and Regulations” seem to recognize the idea of something more than day's labor, when they say of the meetings of the Teachers' Association held Saturday afternoons, that “teachers are required to attend the meetings, and contribute sever-

ally their share in rendering the exercises interesting and useful." And is not the rule and is not the community right in this respect? Are not the care of a school, the carrying of forty or fifty pupils upon the heart, the taxing of the brain for their improvement, the devising of means for their control, enough? Are not the wear and tear of nerve and soul that come from the school-room all that any one ought to subject himself to? If the teacher renders a professional service, he should be paid for such service. If the whole man is engrossed, the whole man should be paid for. He should be so paid that he will not feel compelled or at liberty to engage in other business. If he gives himself to serve the community, to meet their demands, he should be recognized as one devoting himself to the good of that community. But if the teacher is such an agent, duties are his as well as privileges. He must devote himself to the school. He is not at liberty to select his home or his boarding-place with reference to church or lectures or concerts, to lessons in music or French or German, but with reference to school. If duties to his school require him to be here or there, to do this or that, he may not plead that he boards down town or up town, and so cannot do the work. He may not engage in anything that will "counter-work in himself or another" the work he is called to do.

If the teachers' meetings are not interesting, he is to "contribute his share" to make them so. If he says that he cannot learn anything at the meeting, I will only say that that is just the complaint that a scholar sometimes makes of his teacher, and in such cases the fault is invariably placed to the account of the scholar, and not of the school. It may be asked, what shall a teacher do who is so poorly paid that he cannot give all the time demanded by his school? If a sense of the insufficient pay so presses upon him that he will not do the work, or if his relations and obligations are such that he cannot, then he should resign. He who stays in a position, consciously withholding efforts demanded by the position, cannot be true to himself or his calling; and the community which will suffer an earnest, faithful teacher to render unrequited service, further than in the nature of the case much of his service must be unrequited, is not true to itself or to human rights. "The laborer is worthy of his hire."

*Superintendent of Schools.*—E. A. HUBBARD.

### WEST SPRINGFIELD.

*Public Neglect.*—The Common Schools are not visited by parents and friends as much as they deserve to be, and this neglect is alarmingly increasing. The school registers show that in some cases almost the

only visitors, aside from the committee, are the personal friends of the teacher, who reside abroad. No farmer could treat his colts and young cattle in this way, and be successful. Whatever reasons may be assigned on the part of public or private citizens, for withholding presence and patronage, voice and healthful influence from the Common Schools in such a town as this, the policy is a narrow and short-sighted one, and the ultimate effect dangerous. The safety of our lives, property and republican institutions is at stake here. The general diffusion of knowledge and virtue among all the people, and the great principles of "liberty and equality," should be practically illustrated in the Common School, commonly patronized. "Just as the twig is bent, the tree's inclined." Children are educated by each other, and experience has repeatedly shown that those are best qualified for the battle of life, who early mingle in the Common Schools.

Our recommendations, therefore, are : If the Public Schools are low, visit and strive to elevate them ; if a foreign element predominates, do something to Americanize and Christianize it ; if the school committee or teachers don't suit, at the proper time move for a change.

*The High School.*—We are happy to state that this unprecedented experiment of the town has been inaugurated, and as your committee think, successfully carried through its first year. It has had an average of twenty-four and one-third pupils, and has cost in round numbers \$1,072. The committee consider themselves fortunate in the selection both of principal and assistant, and don't know how to do any better with the same amount of money. A good male principal might in some respects be better for the school ; but would be much more expensive. One of the good effects of this school can be seen in the schools of a lower grade in town, in stimulating the pupils to closer application in their studies and a strong desire to fit themselves for admission to this school. The tendency of graded schools is to make children ambitious.

*School Committee.*—NORMAN T. SMITH, D. F. MELCHER, J. N. BAGG.

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## HAMPSHIRE COUNTY.

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### AMHERST.

*Primary Schools.*—The general condition of the schools of this grade during the past year has been unusually good. While the efficiency



of a few has been in some degree impaired by their overcrowded condition, yet no one of them has failed fairly to accomplish its mission, or has changed in any respect for the worse. Several have vastly improved, among them those hitherto deemed to be the poorest and least promising. I have been especially gratified with the results of effort expended to elevate the condition of one or two in particular. I am sure it will not be deemed invidious to say that no schools in town have made greater advancement than these.

The improvement of the schools has, in all the grades, been in very exact ratio with the improved quality of the teachers employed. By those retained from the previous year, a truer ideal of what a good school is has been gained, and greater skill in the use of the precise means and methods necessary to success. In the selection and approval of candidates for positions, greater care, and, by your generosity, enlarged freedom of choice, have been exercised. The slight increase in salaries which the larger appropriation of the present year made possible, and which you authorized, if in my judgment necessary, has removed in part a difficulty till then encountered in making suitable provision for Primary instruction. By it, I have been able to secure a larger proportion of trained teachers,—either Normal or of tested skill,—than previously, and to the marked advantage of the schools.

This change, I am satisfied from the result, is one in the right direction, but justice and economy require it to be carried farther than has yet been done. No duties so serious devolve upon the teacher in any grade, as in these preparatory schools. She receives the plastic natures of early childhood to be fashioned into beauty or deformity, and to be formed to habits of thought, feeling, and action, which give intelligence, symmetry of character and virtue, or stupidity, distortion and vicious proclivities, according as she is fitted or unfitted for the work. Her personal influence over her pupils is immediate and permanent. Moment by moment, they are receiving from her an impress impossible in their later years, and to continue ineffaceable through life. It is hers, too, if truly deserving, to exercise the vocation of an educator, to draw out the faculties of her pupils, to develop their latent powers and give them strength and beauty. This is to be done not by cramming them with interesting facts, nor by burdening their opening minds with memoriter exercises. They are to be taught to reason upon, and draw accurate conclusions from, the impressions received through the medium of the senses; to attach definite and correct meaning to the multitude of sounds which combine to form spoken words; to form these with exactness; to combine, arrange, and inflect them, and with them intelligently and accurately to express their thoughts. During this earlier stage of the child's development,

all the influences to which it is exposed during the hours of school should be most elevating and refining. His powers of observation and preception then more than ever in after-years strong and active, should be wisely directed, his affections won by gentleness and kindness, his unintentional errors corrected with patience, and his wilful faults subdued with firmness and decision.

Surely, if the teacher is to take her juvenile charge discreetly and well through these first steps in a course of systematic education, tact, skill, in short, talent of the highest order, and qualities of the rarest combination, are imperatively demanded, as qualifications for the work. This demand, high as is the standard fixed, can be met, and will be, so soon as there shall be an intelligent general appreciation of the relative importance of these schools. Aside from pecuniary considerations, there is no good reason why this cannot be speedily accomplished. The testimony of teachers of successful experience now in higher grades, assures me that it was the inducement of salaries more nearly an equivalent for the cost of preparation and the labor done, rather than the fascination of a position falsely deemed more honorable by some, which lured them to seek a change. One of our best admitted a preference for the Primary School, and a desire to have remained in it, could she have afforded to do so. Many, I am confident, had they occasion to feel that the public honors these schools by making them as remunerative as others, would be found ready to respond to the increasing demand for teachers properly furnished for their instruction. It would then become an object to qualify specially for it, to remain contentedly in the grade, and to devote one's best energies undividedly to her chosen work, conscious of the generous appreciation of the public, and if dependent upon the vocation for a livelihood, undismayed by present penury or the fear of destitution in later life.

*Grammar Schools.*—These schools fill an exceedingly important place in our system, both in relation to the grades above and below them. By means of the requirements exacted of candidates for admission to them they afford a constant and healthful stimulus to the one, and in turn furnish a large majority of the pupils of the other. As a connecting link between the two, they give completeness and unity to the system as a whole. We oftener think and speak of them as adjuncts or feeders of the High School, than as having any other mission to perform. So far as one sex is concerned, this is in a certain sense true of the Grammar Schools of the village, but by no means of all. A large proportion of all those admitted to the Grammar Schools close their school career in them. They should therefore be such in their course of study and instruction as shall best qualify

pupils to enter creditably upon the business of life. Those who complete the course of the grade should be well grounded in the elementary part of all those branches which go to make up a sound English education.

Grammar, as a study to be pursued scientifically and methodically, in my judgment, should have no place in these schools during the first two, or even three years of the course. It neither disciplines nor instructs, and can be of little or no use until there shall first have been a course of appropriate study to have imparted some freedom and scope in the uses of language, the construction of sentences, and the expression of ideas. That freedom and scope the pupil may, and if properly taught, will be acquiring in all his upward march through the schools. By the pure, spoken language of his teachers, and that of the school, if watchful as he should be; by the influence of his reading lessons, analyzed and made to yield tribute to thought and expression in the manner suggested; and more than all, by the invaluable aid of composition-writing, is this to be done. Let the latter be commenced at a very early age, and so conducted as to completely exorcise the demon with which older pupils are wont to invest it. Now, an object-lesson, attractively given, to be written of in detail; again, an incident or story related or read by the teacher, to be reproduced as perfectly as possible, hours after, upon paper, or a letter describing interesting events which have been witnessed, written to a friend; or still again, a list of words designated to be incorporated into sentences having grammatical connection and sense. These, and other simple methods, which will suggest themselves to every teacher of tact, can be employed to make the exercise invaluable as an aid to the study of language, and as attractive as it is useful.

*Supt. of Schools.*—H. L. READ.

### CUMMINGTON.

When some of us were school children, if we went home from school with complaints of ill treatment, we went back to school with admonitions and perhaps stripes, which effectually insured our good behavior in future. Never was this positive parental influence more needed by teachers than now. Just as soon as parents receive intimations of chafing between the teacher and their children they ought to give, at once, earnest attention and prompt action to the matter. It is not enough to ask their children, like Eli of old, "Why do ye such things? Nay, my sons, it is no good report that I hear;" it is outrageous to simply laugh at the pertness your child has shown under the teacher's rebuke. It is short-sighted indiscretion to decide on the

opinion of an angry child, that the teacher is in the wrong, or unreasonable, and thus encourage insubordination. The interests of a whole community are at stake. The teacher needs you by his side with assurances of sympathy and support. The children need to see you there. In nine cases out of ten the teacher will be right. We hazard but little in saying that well behaved children are never abused in school. The teacher may not always select your mode of punishment, but you will find that the scholar who has been punished has done wrong, and needed correction. What a miserable subterfuge it is, to go about the neighborhood proclaiming that the teacher is partial, or has no judgment; that your boy or girl is not the worst in school; that somebody else deserved punishment more; that anybody with a little tact can manage your boy or girl. Why not squarely put the question, "Is my child in the wrong?" If this question is answered in the affirmative, after proper inquiry, then take your stand by the teacher and sustain him to the end. If you become satisfied that the teacher has made a mistake, go to him with kindness and tell him so, and he will correct it. Unless the teacher is unquestionably and greatly in the wrong, your place is by his side. In investigating a case of school discipline, parents ought not to forget the superior advantages of the teacher for forming a just judgment. Those faults which are most dangerous to order, are often regarded as minor faults. Heedlessness, idleness, mirthfulness and pertness, fatally mischievous in their effects, are not fully appreciated by those who cannot see them from the teacher's stand-point. How often is a whole school convulsed with laughter, by a tone of voice, contortions of the face, or a peculiar gait in walking. No obstinate resistance to authority is half so fatal to order. Yet the offending scholar will tell his teacher, with a tone of saucy impertinence, "I wa' n't doing anything," and the misguided parent often endorses the scholar, when if he could stand in the teacher's place, and see with the teacher's eyes, he would be quickly convinced that his child was full of the very spirit of mischief.

*School Committee.*—W. W. MITCHELL, L. C. ROBINSON, C. M. BARTON.

### EASTHAMPTON.

We feel that it is useless to tell children how much they will, in after life, regret lack of exertion and misspent time; nor can they be driven through a course of study. The only way is to make all school exercises pleasant, and all school doings agreeable. The children must be pleased. In this way they can be led willingly on—not driven. We desire our teachers to accomplish their work by the aid of those little politenesses that make life so pleasant, and by recog-

nizing that mutual dependence and obligation which obtains among young people as well as men of the world. They form their opinions; and with them as with us, opinion is "a most sovereign mistress of effect." Those who recognize and enlarge the "manhood" of the child, who enlighten the head and warm the heart as well, are always "successful." They are teachers we always desire to employ.

*School Committee.*—R. M. WRIGHT, SETH WARNER, GEO. S. CLARK, LEWIS S. CLARK, G. H. LEONARD, WM. G. BASSETT.

### ENFIELD.

These two resolutions were passed in town meeting, Nov. 3, 1868:

"*Resolved*, That the present division of our town into school districts be abandoned for one which shall secure a more equable distribution of the school money, and a greater uniformity in the size of schools.

"*Resolved*, That the more advanced pupils in the several district schools be promoted from time to time to a school of higher grade to be taught by such teacher as the school committee may engage."

One of the first items of business before us was to adopt measures for carrying out the provisions of the two resolutions above cited, viz. the rearrangement of the several schools in the town for the objects stated, and the establishment of one school of higher grade for the accommodation of the more advanced pupils of the whole town. Whether or not we have acted most judiciously and wisely, our action in this matter was unanimous, each member of the committee expressing his conviction of the necessity of some such arrangement as was finally adopted, and each member voting for the adoption of that arrangement. It was too much to hope that any serious change, however desirable, would give satisfaction to all; but we trust that our course will approve itself to the good judgment of the greater part of our fellow-citizens. Certain schools had become so small, and so comparatively expensive, that your committee have not felt justified in continuing them, unless for a limited season.

In general, the schools have been well attended and successful. The teachers, with few exceptions, have succeeded in winning the confidence and affection of their pupils, and have devoted themselves with earnestness to the duties of their responsible calling. Several cases of truancy have occurred, and several pupils have abandoned their schools, or been withdrawn, in the midst of the terms; but it is believed that these instances have been no more numerous than in previous years.

*School Committee.*—E. C. EWING, A. T. TUTTLE.

## GOSHEN.

It gives the committee pleasure, as the present school-year draws to a close, to be able to report that our school affairs are progressing so favorably under the new system, the results of which were so much feared by a large proportion of our citizens. And, although the change was regarded with so much disfavor in this community, we can speak of the action of the town at the meeting which was so promptly called, in compliance with the "Act to abolish the School District System," in the most commendable terms. So courteous a disposition was manifested toward your committee by giving them more privileges than they asked, and leaving matters for which they sought instruction, at their own discretion.

This state of things at the outset, engendered a very pleasant state of feeling on our part, and gave us an extra stimulus toward making the best possible use of the authority given us, and the means placed at our disposal for the comfort and culture of our children.

It has been very fortunate for the welfare of our schools, that the prejudices of our citizens against the new system did not lead to a feeling of insubordination to the law regulating it, which has been manifested in some towns, which has caused such needless controversies between committee and inhabitants, and so much trouble on the part of the committee, in the prosecution of their legitimate business.

*School Committee.*—GEO. DRESSER, THERON L. BARRUS, ALVAN BARRUS.

## HADLEY.

The district system of schools, which was abolished by the town a few years ago, was abolished by the legislature, at its last session, throughout the State. The graded system we believe to be a great advance on the old system of districts, and is the result of experiments tried by different towns, like our own, and founded on the principle of the greatest good to the greatest number. In this system we have the advantage of many towns, having adopted it a number of years since, enabling us to overcome some of its disadvantages and inconveniences, and secure a more perfect working and a better gradation. It is our experience and honest belief that those schools that are the best graded are invariably the best schools.

The effect has been to add greatly to the efficiency of our schools, and to diminish the opposition to the system heretofore existing. But there are still a few who oppose the system. It comes from those who suffer most inconvenience, and are acquainted with the schools to

a very limited extent. In their estimation, the schools are decidedly less thorough in their methods of teaching, and secure less actual proficiency than they did under the old system. In the opinion of others who are better acquainted with the schools, they are of a better character and efficiency, and have been improving, especially the higher grades, for the last two years.

One of the most annoying experiences of a committee, and a very great evil in our schools, is the habit of fault-finding, by members of the community, in regard to teachers or committee, or scholars, and a multitude of other petty grievances which annoy them or their children.

Parents and guardians are often responsible for the success or failure of a school. They are liable to err in the presentation of criticisms upon teachers and schools, misjudging and censuring, where, if the whole truth were known, their opinions would be entirely reversed. If we err at all, far better to err on the side of silence, for none are wronged where no comparisons are made or opinions offered, or criticisms indulged.

The proper government of our schools is intimately connected with their prosperity and their success. This necessarily devolves on the teacher, but if her authority is defied by the scholars, and they are encouraged by parents, the school will be a failure; and we are willing to leave it with the honest citizen to say where and upon whom rests the responsibility. This is a grave question; the disobedience of children to wholesome rule, in schools, if allowed, will prepare them to become rebels against State laws, and pests to the community.

*School Committee.*—H. C. COMINS, R. AYRES, E. S. DWIGHT.

## HATFIELD.

Another year passed under the new state of things involved by the abolition of the district system, tends strongly to convince your committee that our legislature have acted wisely in this regard. Change is likely to involve confusion in minor details, and it is not surprising that committees called to the unusual duties of attending to the minutest wants of numerous schools, widely separated, at one and the same moment, should have been slow to have discovered the advantages of the change. But we think that experience will show that any judicious effort to disburse the gifts of education with an equal as well as open hand, must be conducive of more good than evil. No variation in length of terms is now experienced, as formerly, in different portions of the town. All the schools have continued for thirty-four weeks each.

*School Committee.*—JAMES PORTER, FANNY KNIGHT, THADDEUS GRAVES.

## NORTHAMPTON.

Our High School, to pupils old enough to improve it, gives a thorough and comprehensive education; but, after pupils graduate, it is still a question whether they can teach a school. Even if they have both the native talent and a good education, they have not yet given attention to the best methods of Public School instruction, and so are not qualified to harmonize in our graded system. To remedy this difficulty, and open the way for our home talent into the schools, we have instituted a Training School in the Centre Primary building. Here, after a few terms' practice under the personal instruction of a principal thoroughly versed in the best methods, it will be clear which of our graduates ought to take charge of schools. We do not say we will not employ any of them without first trying them in the Training School, but we think it would save many a mortifying failure on the part of young teachers, and protect our schools from the damaging result of much crude experiment, if our young women who wish to be teachers would consent to this arrangement.

This is simply to put the teaching profession on the same platform with others. Clerks learn business with employers. Artisans serve an apprenticeship. Young physicians begin practice with older ones or in hospitals. That is, they all try their experiments under competent oversight. Why should not teachers do the same?

We regard a good superintendent indispensable to the success of our schools. On this point, we think there can be no question. The care of a large school property, the travel and correspondence necessary to keep our corps of teachers full, the judicious distribution of them in the schools, filling temporary vacancies caused by sickness, the examination of pupils for promotion, attention to troublesome cases of discipline, the capture of truants, the provision of school supplies, holding teachers' meetings to secure mutual understanding and concentrated action, together with constant study how economy, efficiency and improvement may be secured, constitute an amount and variety of labor which any one can see is great and difficult. The question whether to employ a superintendent to do this work, or leave it with the school committee, already busy with their own affairs, we consider equivalent to the question, whether the work shall be well done, or, to a great extent, left undone. We judge that a good superintendent will more than save his salary annually to the town.

It gives us pleasure in this connection, to indorse heartily the present incumbent, Mr. J. P. Averill. He makes no claim to infallibility, we make none for him, neither for ourselves. But we have watched him and worked with him for three years. During that time he has labored



incessantly, both in term time and vacations. We attribute the improved condition of the schools largely to his practical wisdom and persistent effort. We have heard complaints, but after diligent inquiry into the causes, we are satisfied that there is no more friction, than should be expected to grow out of his difficult duties, and the frequent necessity he is under of crossing private paths to secure the public good.

We deem it important here to bespeak a considerate regard for the superintendent, whoever he may be. He stands amid a cross fire from the tax-payers, the teachers, the children and the school committee. With our aid he will be mighty for good, with our opposition his usefulness perishes. Assuming that he is qualified, and is working for the good of the schools, we cannot afford to embarrass him by raising issues on minor points. By the committee, he must be allowed to work freely. Teachers should remember, that he can favor individual interests, only so far as these are consistent with the welfare of the schools; and of this, he must judge, subject to the approval of the committee. From the people, he should have moral support, in promoting attendance, order and just discipline. He should not be expected to enter into neighborhood quarrels, modify the schools to suit individual wishes, or deviate from wholesome rules to gratify parental fondness. Whatever else the superintendent is or is not, he must be the friend of the schools. Let us, the committee, the teachers and the people, also be friends to the schools, ask nothing but what is for their good, and so shall we all be in harmony.

*School Committee.*—SAMUEL L. HILL, E. G. COBB, WM. L. JENKINS, S. E. BRIDGMAN  
MARY C. DICKINSON, HENRY S. GERE.

*Primary Schools.*—Our Primary Schools are of transcendent importance. First, the training of the first four years of school life is of inestimable value to the pupil himself. Here he receives impressions upon his soft and yielding nature, never to be erased, but only to be deepened by the lapse of time. Who can estimate the different results of the good or evil influences, of the correct or improper teaching in early school days?

Again, there is an intimate connection between Primary instruction and the instruction of all the higher grades. Every good impulse in the physical, moral or mental training of a child in the alphabet class, sets in motion chords that vibrate with mighty force through every grade of the school above; even to the higher classes of the High School. How much wisdom would he display who should kindle his fire at the top of his anthracite coal? So we, if we would permeate and heat the whole mass, must kindle our fires beneath that mass.

A good Primary School should resemble a good home. It should be of the mixed character of school and nursery. Hence, the teacher should possess, not only a thorough education both in principles and methods of instruction, a natural aptitude to teach, but also those peculiar "motherly qualities, instincts and ways," which are essential to the proper care of the bodies and minds of little children. By this I do not mean that a Primary School should be a place for amusement and unconscious instruction only. On the contrary, much hard work is to be done by the child before he is nine years old. He is to accomplish that difficult task of learning the alphabet ; than which, none in after-life, will be a greater achievement.

He should form the habit of a good enunciation and a correct pronunciation. The numeral tables should here be taught thoroughly. Let me repeat it, *thoroughly*. This, in the various combinations in addition, subtraction, multiplication and division, is a Herculean task for the young child ; though in the hands of a skilful teacher this thorny road, as many of us remember it, may be strown with many a pleasant flower.

Then there is a multitude of common objects, the names, parts and uses of which should here be learned.

All these require vigorous mental effort on the part of the child, and that is not a truly wise teacher who would release the scholar from this power-producing labor. What a thorough, systematic training, what strength and ability both of body and mind, what a cheerful temper, what steady nerves, what unflagging, persistent industry and effort does this arduous work require of her who dares assume the responsible duties of a teacher of a Primary School !

It has been a serious question with me since my connection with the schools in Northampton, how to secure suitable teachers for the Primary Schools. There has existed in the community a feeling that graduates of our High School, were, of course, qualified to teach in our Primary Schools. It is not impossible that some persons, who have bestowed but little careful thought upon the matter, and have had no means of knowing the great improvements made in the art of teaching during the last few years, may still entertain this view. But, let me ask, what have the studies in the High School done to furnish its pupils with the material to teach a Primary School ? These pupils may have taken high rank as scholars ; they may be able to illustrate the abstruse principles of algebra and geometry, to expatiate upon the sublime conceptions of Milton and Shakespeare, talk learnedly of Bacon and Locke ; but these alone will not fit them for teachers.

Truly, these are indispensable acquisitions, and no one should think

of assuming the responsible duties of a teacher without this mental drill. It is indeed the foundation upon which the teacher is to erect the practical structure. It will all be needed, but it is not all that will be needed.

First, they need a thorough review of the elementary studies of the schools. During the last four or six years, their minds have been engrossed with the higher and more abstruse branches. They need not only to review these elementary branches, but also to look at them from another stand-point—the stand-point of the teacher. If, haply, these elements were taught in the most improved manner when they were in the lower schools, they are either entirely faded from their memory, or, at least, assume only a vague form. What they need is a drill upon these studies with special reference to teaching them to young children.

In considering how this pressing need might be supplied, I first discussed the plan of adding to our High School course, another year, with special reference to furnishing a course of instruction to teachers. But it was obvious that these young ladies, just leaving school, needed something more than a review of the elementary studies and instruction in methods of teaching; that they needed experience in the school-room, actual school-room experience under the eye of a skilful, judicious training teacher, in order that they might have all their attempts to teach carefully criticized by one in whom they had confidence; that they needed to learn to adapt their examples, illustrations and language to the capacity of their scholars—to their habits of thinking, seeing, hearing, speaking and feeling; that they needed to learn that most difficult art of overseeing their whole school, and at the same time seem to the class immediately in hand to devote all their attention and energies to them; that they needed to learn how best to classify their school and arrange their lessons so that all may be kept constantly employed, and yet not tire from too long confinement to one thing; and above all things, that they might learn to govern themselves in the school-room.

From such, and many more considerations that might be named, it would seem that fealty to our high trust as guardians of public instruction, really demanded that we should not place such young and inexperienced persons in positions of so much responsibility, and, it was also obvious that a supplementary year in our High School would only partially remedy the difficulty.

Our only means of supplying educated teachers, then, was to seek them among our Normal School graduates. But, as Governor Claflin has truly said, in his last message, these can supply only a very small part of the number required to meet the demand.

A third method presented itself to my mind for consideration. It was to establish a Training School, in connection with our own schools. This plan, I am happy to say, met your unanimous approval, and a committee was appointed to arrange the details and carry the plan into execution. The plan, in brief was this: First, to place in the Centre Primary School a number of young ladies who wished to learn how to teach, and who were willing to give their services, for one year at least, to a course of instruction and practice in the art of teaching. Secondly, to secure the services of a competent young lady who had received the best advantages the country afforded to qualify herself to act as a training teacher, to be placed at the head of this school, to make the proper classifications of the pupils, to arrange all its exercises for both pupils and teachers, to alternate from room to room, giving model exercises in the presence of the teaching pupils, to suggest improvements as they conduct their exercises in her presence, and to give to these teaching pupils topics for study, spending at least, one hour daily in hearing and criticizing their recitations upon these topics.

This school opened at the beginning of last fall term. We were eminently successful in securing, as a teacher for this school, the services of Miss Abbie A. Locke, a young lady of a thorough general education, in addition to which, she has pursued a complete professional course, having graduated from one of the first Training Schools of the country, and having had nearly two years' experience in this special branch of teaching. Courteous and dignified in her bearing, earnest and enthusiastic in her personal efforts, systematic in her methods, she really seems to be all that we could reasonably desire.

Of course we cannot judge of the final results of this plan at this early stage of its existence; but it is really difficult to see in what particular we could have better prospects of success. The teaching pupils connected with this school have taken a deep interest in their work, and bid fair to furnish, at the close of the year, teachers well fitted for the best positions in our Primary Schools, to which, if found qualified, I hope they will be appointed, thereby furnishing to others the means of qualifying themselves also to teach after the most improved methods.

I cannot but indulge the hope that many, now trying at great disadvantage to teach in our schools, will see their need of a thorough professional training, and gladly avail themselves of the opportunity, thus brought to their very doors, to qualify themselves for their high and holy work.

*Evening Schools.*—The success that has attended our efforts to afford to adult young men and women, whose early education for any reason has been neglected or limited, facilities to acquire a knowledge

of those elementary branches necessary to the ordinary business of life, is on the whole quite satisfactory.

The school at Florence has suffered some from a frequent change of teachers. The teacher during the fall term had little sympathy with the pupils and less devotion to her work. Under the able management and thorough instruction of its present teacher, it is fast regaining its former healthy condition.

The Centre Evening School has been held in one of the rooms in the High School building. Although it is to be regretted that the attendance has not been more regular, still the results are to a good degree encouraging.

The Leeds Evening School has exceeded the most sanguine expectations of those of us who favored the experiment. It will be remembered, perhaps, that there was some doubt expressed as to its necessity or expediency. Such doubts must have been removed by the result of the enterprise. It is due Mr. A. R. Morse, favorably known to some of you as a former teacher in one of our day schools, to say that the eminent success of this school is to be almost entirely attributed to his earnest and well directed efforts in its behalf.

The whole number enrolled is sixty-eight. The average attendance has been thirty, which considering the scattered condition of the population, and the unfavorable weather and walking during the most of the past winter, is very gratifying, and shows an earnest desire on the part of the members of the school, to avail themselves of its advantages, and their appreciation of the efforts made in their behalf, by the teachers.

I do not hesitate to recommend that a suitable appropriation be made to carry on these schools another year.

*Drawing.*—Drawing and penmanship are kindred branches. In their practice, the same faculties of mind and the same physical muscles are called into exercise. The power to draw and the power to write depend equally upon education. No one is born a draughtsman any more than he is a writer.

I am far from claiming that all will learn equally well or equally rapidly, in this, more than in any other study. Indeed, there was never a class in any branch of education without a head and a foot. But I do claim that as large a proportion of our children would learn to draw well as would learn to write well, were they as well and properly taught. No one expects that our youth will be made poets and authors simply by going through College, but, unquestionably, all are much benefited by the discipline of such a course of study. So in this branch of education, doubtless, those who do not excel in it, will be much benefited by instruction and practice.

We do not sufficiently recognize how universal is the love of art, even in little children. What delights a child more than a picture-book? Who has not seen his face light up at sight of the picture of a familiar object? As soon as he gets hold of pencil or chalk, he begins the practice of drawing. If slate or paper is not at hand, a fence or door is made to answer his purpose. And here, allow me to say, I have been surprised and delighted with the variety and good proportion of the objects that the little ones in some of our Primary Schools will put upon slate and blackboard, with the use of a few straight lines. Let the children be encouraged, then, in their love of drawing. Let them be furnished with suitable materials, and let them be early and properly taught the rudiments of this most useful art, during their school days, beginning in the Primary Schools, and there can be no question that the great majority of them will be able to express the truths of form as correctly and forcibly in the language of art, as in the use of words.

The great majority of the children of our Public Schools remain there but a short time; only a few, compared with the whole, staying to complete a full course of instruction. This being true, it seems the part of wisdom to direct their attention to those studies which promise most for their future usefulness and the practical duties of life. After we have included language, writing and arithmetic in the list of required studies, what can be added that will be of more practical advantage to the child than drawing? By drawing, I mean the ability to represent upon a plane surface any object which a person may see or remember to have seen, or of which he has a clear conception in his own mind. We may safely assert that there is no man of business or leisure who has not many times regretted his ignorance of drawing either when he has wished a house built, an article of furniture made, a garden laid out, or when he has desired to preserve the remembrance of some locality, or some edifice or work of art. We are a nation of mechanics, and where is the industrial profession that has no need of a knowledge of drawing? The joiner, the cabinet-maker, the carpenter, the builder, the machinist, the florist, the embroiderer, the milliner, the mantua-maker, the manufacturer of tasteful fabrics, the potter, the crockery-maker, and a host of others, are but imperfectly acquainted with their occupation if they are strangers to this art. A practical knowledge of this develops habits of order and neatness, imparting a taste which enables them to select beautiful designs, thereby impressing their works with that seal of elegance which renders them sought after.

The mechanic with an educated eye possesses an element of power totally wanting in one whose eye is untrained. The one commands

\$100 per month for his services, the other \$40 ; thus education in this direction becomes a matter of dollars and cents.

Our children of to-day are to be the men and women of a few years hence, and could this branch of instruction be well and thoroughly taught in our schools, it would prove an immense national benefit, in elevating the standard of public taste, as well as raising the standard of excellence in all mechanical pursuits.

*Superintendent.*—J. P. AVERILL.

### PRESCOTT.

Good manners in the child or youth, prelude good morals in the man.

Early habits of ill manners become invincible and fatal to mature character, and final destiny ; hence your committee have not failed to urge more earnestly upon the teachers to require good behavior from their pupils, respect to seniors and superiors, kindness and good will to each other. In some instances, perhaps, these suggestions have failed to be carried into practice ; still we have been quite pleased to witness good order and breeding in our schools in general.

*School Committee.*—B. W. ALDRICH, M. ABBOTT, N. B. JONES.

### SOUTHAMPTON.

The number that attended our schools the first half of the year was 166, and the last half, 220. Subtracting the number under 5 and over 15, and the scholars from Easthampton, and adding our scholars attending school in other towns, there must have been nearly 80 children the first half of the year, and more than 60 the last half, out of the 247 reported by the assessors as being between the ages of 5 and 15, who have not been in school at all. If the figures are correct, nearly one-third of the children of our town of legal age have been out of school at least a part of the year. If, now, the virtue and intelligence of our citizens are the supporters of free institutions, we do wrong to allow such a state of things. When the town has made such liberal provisions for the education of the rising race, we should not let those provisions be slighted. We therefore recommend that the towns take such action as may be necessary for the vigorous enforcement of the truant laws of the State.

*School Committee.*—RUFUS P. WELLS, ASA NILES, ISAAC PARSONS.

## SOUTH HADLEY.

In the matter of teachers, the committee have adopted the plan of hiring by the year, and of offering better pay in order to secure the best talent that could be obtained. The experience of parents agrees with that of all who have to do with education, in the conclusion that frequent change of teachers is injurious to the morale of the school and the progress of scholars. If a teacher is relieved of anxiety as to a re-engagement at the end of each term, and feels secure of a situation so long as she shows herself worthy of it, she will have heart and ambition to work, and the result will tell the story. In order to obtain teachers whom it will not be necessary to change within the year, we must offer inducements at least to correspond with those of other towns. The day when any one could teach has gone by. Teaching is now as much a profession, with its preparatory training and the study and practice of improved methods, as divinity or medicine. Talent in this profession is in as lively demand as in any other, and the day when any one who would work for the least price is the most desirable teacher, has passed. It has, therefore, been our plan to offer the best pay that the means in our hands would allow and secure the best talent possible for the pay.

One method by which, without much if any increase of its appropriation, the town can secure a high grade of teaching and schools, is by carrying out the plan which has for some years been adopted in the Falls district and is now in process of adoption in the remainder of the town, namely, of consolidating schools. A school of twenty scholars costs as much as one of forty. So that for a ten weeks term the expense is one hundred dollars; in the former case the expense per scholar would be five dollars, and in the latter, two dollars and a half. If there were three such terms in a year, the annual expense for a scholar would be fifteen dollars, and in the latter seven dollars and a half.

The town appropriation is within a fraction of ten dollars per scholar. We have now thirteen schools, with a registered attendance during the winter term of four hundred and ninety-eight scholars, which gives an average of thirty-eight to a school. Of these, seven schools with three hundred and thirty-six scholars, averaging forty-eight per school, are in the Falls district, and six schools, with one hundred and sixty-two scholars, averaging twenty-seven per school, are in the remaining districts. When the new house at the Centre is finished, we shall be able to dispense with two district schools and at the same time raise the grade of the schools in that part of the town by adding a High School, making the same expenditure of money pro-



ductive of much more instruction. But aside from the dollar and cent view, the ambition of teacher and pupil is increased by a large school. This was very well illustrated in one of our smaller schools during the past winter, when the removal from the district of two families took almost one-half the scholars from the school and made one of the remnant say, "I don't like to go to school now, it is so lonesome." That this consolidation will work hard in some cases, by increasing the distance to be travelled by scholars, all must know, but the advantage to the town as well as to the schools, and even to these remote scholars, seems on careful examination to much more than compensate for this inconvenience.

*School Committee.*—H. W. STICKNEY, B. C. BRAINARD, R. O. DWIGHT.

### WESTHAMPTON.

We have had under our charge six different schools of three terms each, which have been taught by fourteen different teachers.

The frequent change of teachers during the year has worked greater injury to our schools than any other thing. This your committee would gladly have avoided; but things beyond their control conspired to necessitate a change at the beginning of both the fall and winter terms. Suffice it to say that sickness of relatives, prejudice of parents and matrimony had each a share in depriving us of five of our best teachers at the commencement of the fall term. Your committee find it very difficult to procure good teachers, and more difficult to retain the same through the year.

Do not keep your children at home so much that they must necessarily fall behind others of their own age. Nothing will do so much to destroy their ambition and dishearten them in their studies, as being kept out of school. They come soon to feel that they are ignoramuses, the laughing-stock of those more advanced, and that they may as well stay at home as to go to school and try to be anybody. The same feeling many of them will carry through their whole lives.

*Chairman.*—GEORGE B. DRURY.

## MIDDLESEX COUNTY.

## ACTON.

*School-Houses.*—We heartily commend the action the town took, at its March meeting, to immediately commence the erection of one or more convenient buildings for the use of schools. The action was not taken a moment too soon, we can, from personal knowledge, most positively assert. We repeat what we have said before on this point, that we can never cultivate proper feelings of respect for property, either public or private, in the minds of our children, by constantly sending them to school in rooms that present such an inconsistent, dilapidated aspect, as to render the temptation irresistible to hit the hanging ceiling a poke, or try their knives and pencils, here and there, on the walls and benches, all the while reasoning to themselves,—and not far from the truth,—“can’t make them look much worse.” We hope the town will take the same action each succeeding year, until we have school-houses in every part of it that we shall not feel ashamed of;—for what tends more directly to degrade a town, and lower it in public estimation, than a set of “old tumble-down school-houses” that will not compare with the average of stables? We know the expense will be considerable; but we know, too, that we cannot put our money where it will yield a more sure or greater interest than in investing it in what will promote a right and judicious education of our children. If there is any class of men who hang like a dead weight upon a progress, and the true moral and intellectual elevation of the masses, it is those who shrug up their shoulders and groan to think they cannot invest quite so much in government bonds and bank stock, because they must pay a tax towards promoting a truly worthy object. They are constantly harping that scholars “would tear new school-houses to pieces in a little while, so they would look as bad as the old ones.” Such men would set their sons to mowing grass with a stub-scythe, for fear they would injure a better one, or let their daughters get down on their hands to wash floors, to save the expense of a mop-handle. What, we ask, ought to give us more pleasure, when age has crept upon us, and our heads are whitened for the grave, than to think we contributed cheerfully towards those means of education and improvement that directly tended to place our sons and daughters in positions of honor and trust? And will not these same sons and

daughters, when far away they hear some one speak in terms of praise of their native town, and her educational privileges, proudly say, that is my town—there I was educated?

*Chairman.*—E. F. RICHARDSON.

### ASHLAND.

*School-House Culture.*—But there are other valuable considerations to which it is now time to call attention. The school-houses themselves should become true teachers. Everything in connection with them,—the rooms, yard, and all the surroundings,—should be prepared with a view to æsthetical culture. If cleanliness is next to godliness, the culture of æsthetics is next to that of religion. We need to teach our youth taste, beauty, order. An education in this direction gives refinement, which is the high mark of civilization. An unpainted exterior, patched plastering and splintered desks, may or may not be economy in money. But they are certainly vicious instructors; and the boys and girls who grow up under their influences will become barbarians. Their homes will be the slovenly abodes of ignorance, poverty and crime, and their minds the life-long vehicles of hideous memories. We require our teachers to be accurate grammarians and exact mathematicians, and if they misuse or mispronounce a word of English, we laugh at them and think them unfit for their position. But shall we be so exacting in these things, and let go at loose ends other things, which in the sum total of their influence are certainly of equal, and probably of much greater importance? We plead for large, clean, tastefully furnished rooms. We ask for architectural beauty, and grounds made pleasant by the devices of art. These bestowed, we may look for a higher culture and a nobler purpose of life in our men and women.

But some will say that children are vandals; they delight in spoiling beauty. We do not believe this. They love to see beauty; or if, perchance, they are deficient in this love they can easily be taught the exercise of it. And we do not hesitate to say that they ought so to be taught. Those faculties which are manifested in the love of the beautiful, the true, the good, germs of which are found in every mind, however young, should be carefully developed. Except the religious, there is no more worthy part of our nature. We believe the time has come when this higher culture should be zealously bestowed upon the children; and while we wait for some genius to show how best to educate these important faculties, let each teacher do what he can with the materials he may have at hand.

*School Committee.*—G. C. PIERCE, G. B. POTTER, G. T. HIGLEY.

## BILLERICA.

The abolishing the district system, which it is to the credit of the town to have done in anticipation of the act of the legislature, has plainly begun to bear fruits of good. But in so short a time, it can only be a beginning. And some unlooked for drawbacks have been met.

The committee have found great difficulty in procuring suitable teachers, such teachers being able very generally to procure higher wages than the committee have felt warranted in giving, and in places to most persons more desirable, while each year an increasing number of young ladies find other occupations than teaching, more agreeable and remunerative. These circumstances have tended somewhat to lessen the benefits of the better buildings and improved system; but enough of good results has been accrued to enable us to speak in words of rejoicing for what has been done, and of hope for what may be, in a longer period. A new start has been given to the entire matter of education; important steps have been taken in an onward direction; and there is abundant cause for believing that by the continued application of zeal, wisdom and liberality, the good work will go on. The interest on the part of both the pupils and their friends to keep the school-houses in their present nice condition, the committee wish to speak of in terms of high commendation, and to earnestly bespeak its continuance.

The committee wish to speak words of appreciation with regard to the way in which the vote of the town relating to schools and school-buildings has been met and responded to, throughout the community. While it is but too well known that one of the most vital of interests, the Public Schools, is a frequent source of dissension, it is cause of much congratulation, and worthy of special notice, that many changes, involving a considerable expense, have taken place in our town, with more of general harmony of feeling than is often the case, and as much as could be looked for, where differences of opinion are inevitable. We would express the earnest hope that in the yet unfinished part of the work of improvement, and in carrying on of the schools in future, this harmony may continue, and that all who are called in any way to be prominent in educational affairs, may be actuated by a spirit of mutual courtesy and zeal for the public welfare.

While there is still much room for improvement, and a call for all in the community to unite in helping our schools to attain and keep a high position, educationally and morally, so is there abundant cause, in their present condition, for satisfaction. We would inform, that the schools have been held an extra term of about two months in the fall.

The committee were led to this change by believing that the town's appropriation both anticipated and was sufficient for a larger amount of schooling than had been previously, and also by an expressed desire for such an increase, on the part of many citizens, as well as by their own full conviction that it ought to be. And we would recommend that the same amount of schooling, thirty-one weeks, be continued.

*School Committee.*—C. C. HUSSEY, G. P. ELLIOT, A. F. PAGE.

## BRIGHTON.

The grade of Grammar Schools is one of great importance. A majority of our youth do not pursue a course of study beyond them, nor do they seek admission to our High School. It is important, therefore, that they should receive a good education in the English branches. No scholar should graduate from these schools, without a thorough knowledge of grammar, geography, arithmetic, history of the United States, reading and spelling; and it has been the aim of the committee, after consulting with the principals of our two Grammar Schools, who have had such wide experience, to prescribe such a course of study as would properly instruct the scholars in these branches. Considering the time occupied in this grade of schools, parents and the committee have a right to expect great results. It is here that the mind of the child rapidly matures, and that great opportunities are afforded for the work of a competent educator.

*Chairman.*—HENRY BALDWIN.

## RULES OF THE BOARD OF SCHOOL COMMITTEE.—ADOPTED 1870.

### I. ADMISSION AND TRANSFER OF PUPILS.

*Age.*—No child under five years of age shall be admitted as a scholar.

*Transfer of Pupils.*—1. Pupils shall be transferred from one grade of schools to the next higher grade, annually, at the beginning of the school-year, after passing satisfactory examination before the school committee, on the entire course of study, to the point at which the candidate seeks to enter.

2. For the transfer from the Primary to the Grammar Schools, the ordinary examination at the end of the school-year shall be sufficient in the cases of those scholars whose examination the school committee may deem satisfactory, and who may appear creditably on the registers of the schools and in the reports of the teachers.

3. For transfer from the Grammar Schools to the High School, seventy per cent. of correct answers shall be required of those examined. This percentage shall be deemed indispensable in spelling, arithmetic and grammar; while in all other branches of study, scholars whose percentage is not below fifty per cent. may be conditionally transferred by the school committee.

*Absences, etc.*—Any pupil who shall lose fifty lessons, in any one term, by absence, dismission, or any other way, or whose total average scholarship shall fall below three on a scale of five, shall forfeit his connection with his class. Whenever any pupil is becoming liable to the action of this rule, the teacher shall notify his parent or guardian, and if no material improvement is made thereafter, he shall be transferred to the next lower grade.

*Special Admissions and Promotions.*—Children who may become residents of the town after the beginning of the school-year may be admitted as scholars; or those in schools of lower grade, whom it may be deemed desirable to promote, may be promoted at any time, on examination by the school committee, if they are found qualified to join any class existing in the school to which such promotion would raise them.

## II. ATTENDANCE.

*Attendance at the Daily Sessions.*—When the absences of any scholar exceed in number ten half days in any term of school, such scholar shall be considered as having resigned membership in the school, and shall be readmitted only by order of some member of the school committee.

*Proviso for the Preceding Rule.*—The teacher, on personal knowledge, or satisfactory evidence, that a scholar's absences are occasioned by sickness, or other just cause, may, at discretion, suspend the operation of the preceding rule. But, in case of ten unexcused absences, the rule as above shall always take effect.

*Attendance at the Examinations.*—Any scholar, absent from examination at the close of any term of school, shall, if required, pass a similar examination before one or more of the school committee, previous to his resuming his attendance in the schools.

## III. DISCIPLINE.

1. The pupils shall be taught good morals and good manners; and particular attention shall be paid to correctness of deportment, and neatness of appearance.

2. It shall be the duty of the teachers to maintain a kind and parental discipline in the schools. They shall keep a record of all cases of corporal or other equally severe punishment, for the inspection of the school committee.

## IV. REGISTERS.

The teachers shall keep registers as follows:—

1. *The Register of Attendance.*—On this register shall appear the *full* name, and age, and number of each scholar, with the record of his or her attendance on each half-day session of school. This register shall be kept according to the plan and upon the blank forms supplied by the State Board of Education.

2. *Register of Deportment.*—On this register shall be entered every noted fault in deportment, and, as an offset, any notable feature of good behavior, constancy, or excellence as a scholar; that the whole may be summed up by the end of the term, for the inspection of the school committee.

**REGISTER OF STUDY.**—1. *In the High School and Grammar Schools.*—Each principal or his assistants shall record the recitations of each pupil according to their merit, crediting them from one to five, according to their ability, for each recitation.

To simplify the mode, each scholar may register, in a little book provided, the number of credits gained, and report to the teacher each day the number he or she is entitled to, that return only to be entered in the register kept by the teacher.

*2. In the Primary Schools.*—In the Primary Schools each recitation is not marked separately, but one number represents all the recitations or other exercises of study for the half-day session.

*Summation of the Registers.*—At the close of each term of school a summation shall be made, for the inspection of the school committee, of all the credits or demerits which each scholar has received on each of the other registers separately.

The committee will make due mention of extraordinary attainments or deficiencies, as shown by the summations of each scholar.

#### V. DUTIES OF TEACHERS.

*Teachers to observe all the School Regulations.*—All teachers in the Public Schools are required to make themselves familiar with the provisions of these regulations.

*Schedule.*—It shall be the duty of each teacher to have in readiness for the inspection of the committee, at each examination, a perfect schedule of the studies pursued by each class during the preceding term.

*Care of School-Houses.*—It shall be the duty of the instructors to exercise suitable care with regard to the school-houses and the appurtenances of the same, and to report such repairs as may be required to the committee.

*Truancy.*—Teachers, having charge of pupils who are habitually truant, shall report their names and residences, and the names of their parents or guardians, to the truant officers.

*Vaccination.*—No pupil shall be admitted into the Public Schools without a certificate from a physician that he or she has been vaccinated.

*Scholars to be supplied with Books.*—Every scholar shall be furnished with all the books used by the class to which he or she belongs. If children are unable to obtain books, through the poverty or negligence of their parents or guardians, they shall be supplied by the teachers, according to General Statutes, ch. 38, sects. 30, 31, who shall return quarterly to the committee the names of the books, their price, and the names of the scholars and their parents, or guardians, in order that the returns may be made to the assessors, as provided and required.

*Schools under charge of the Principals.*—To secure uniformity and efficiency in the management of the schools, they are committed to the charge of the principals; and they, under the direction of the sub-committees, shall hold the assistant teachers responsible for the faithful execution of their plans and wishes.

*Books belonging to the Town.*—Whenever books are purchased for the schools, or poor children, the teacher shall write upon one of the blank leaves these words: "The property of the town of Brighton. For — school."

*Visiting other Schools.*—The teacher shall, occasionally, under the direction of the committee, visit other schools, to observe the discipline and instruction of the same.

*Teachers required to be at their School-Rooms early.*—All the teachers and assistants in the Public Schools are required to be at their respective school-rooms

ten minutes before the specified time for beginning school, and be exceedingly prompt in opening and closing their schools at the appointed times, and regular in recesses.

### CAMBRIDGE.

*Limited Financial Power of School Committees and its Consequences.*—The statutes of this Commonwealth provide that the school committee “shall have the general charge and superintendence of all the Public Schools,” and “shall select and contract with the teachers” of those schools. If, however, a school building or room is needed for a school they have no power to procure one. They have the entire control of the school, but none over the condition and repairs of the place where it is kept. If a pane of glass is broken, they have no power to cause the insertion of another; if fuel is needed to keep scholars and teachers in working condition, they have no power to order the same. This is somewhat like the old story of making bricks without straw, and frequently occasions irritations and conflicts between city councils and school committees. In the towns where all appropriations are made by the people themselves in town meetings, no such difficulty occurs; but in cities, the city council determines how much money shall be expended upon the schools, notwithstanding the school committee is required to make all contracts with teachers, and frequent visits to the schools to ascertain their condition and wants. The committee, by these visits, must necessarily become acquainted with the condition of the school buildings and yards appurtenant, not only by personal inspection but by having their attention directed thereto by the teachers with whom they are brought in contact almost daily. Our superintendent, in his annual report, calls our attention to the filthy, if not disgraceful, condition of the yards and out-buildings connected with many of our school-houses; and many members of the board can corroborate his statement. But admit that here is a task for a Hercules: the committee are powerless, in the premises; the only remedy they can apply is through the “circumlocution office” of the city council, by blandly suggesting what ought to be done, and leaving it to the judgment and option of that body. It must be apparent to any one, from the very nature of the case, that the members of the school committee are the best judges of what is needed in the way of school buildings and their appurtenances. It is not that the committee seek additional powers and burdens that we call attention to this matter, but that we believe the welfare of the schools would be promoted by a change in this regard.

The limited powers of school committees, in our cities, relative to



the expenditure of money, have occasioned many unpleasant collisions between them and city councils. Prior to the passage of an ordinance, April 9, 1850, the school committee of Cambridge were authorized to cause the school-houses to be repaired; but that ordinance revoked in terms such authority, and the committee were "embarrassed" thereby, and obtained from Hon. Joel Parker a legal opinion relative to their powers in the premises. That opinion was published in connection with the report for that year; and the committee say that, "he generously refused to take any compensation," which was certainly very fortunate for the purses of the committee, as they had no power to obtain such opinion at the city's expense. In 1866, the committee issued "an address to the people of Cambridge" concerning a case of corporal punishment in one of our Grammar Schools, intended to give a statement of the facts in the case, and allay the excitement which had arisen in consequence thereof. The printer of the address presented his bill to the city for payment, and the city council refused to pay it, claiming that the committee had exceeded its authority in causing the address to be printed. The committee, on the contrary, claimed that it was but a part of their annual report, which the statutes of the Commonwealth require them to make. Litigation followed, and the city and printer were put to the expense of defending and prosecuting the suit; and it was not till the present year that a final decision was obtained from our supreme judicial court, sustaining the action of the committee, and giving the printer his debt from the city. But these conflicts of opinion and action have not been confined to our city. Without naming others, we will cite only the recent case of the "*City of Charlestown v. George W. Gardner and others*," which was a bill in equity, brought nominally by the city, but, of course, in fact, by the city council, against the school committee, to restrain them from causing the schools of the city to be kept after the appropriations therefor made by the city council had been expended. The court decides that the city council cannot control the committee "except by voting to close the schools after they have been kept the time required by statute," which is ten months for the High School, and six for those of inferior grade. The court very wisely remarks that "the selection of a teacher depends very much upon the amount of compensation which can be offered him;" and "if the city council could establish the salary, it could thereby greatly narrow the range of choice or even indirectly prevent the possibility of obtaining any suitable instructors." But giving this language its full force, it fails to obviate the difficulty. Teaching has become a profession, and our best teachers earn their livelihood by teaching alone, and consequently

their services can only be obtained by the year. "Suitable instructors" can only be hired for an annual salary.

But notwithstanding this decision, we are not aware that our city council has repealed an old ordinance, which was evidently designed as a sort of prohibitory law for the government of the school committee, and has been staring them in the face for more than two decades, and reads as follows: "The school committee, in distributing the sum annually appropriated by the city council for salaries of instructors in the Public Schools, shall so fix and graduate the amount of salary of each instructor, that the aggregate amount of all such salaries shall in no case exceed the sum so appropriated by the city council."

It may be said that the school committee submit to the city council their estimate of the amount of money required for the support of the Public Schools, and that their estimate is adopted by the council; this is generally true, but not invariably. In 1854, what threatened to be a serious difficulty arose in consequence of our city council refusing to make what the committee deemed the necessary appropriation for the schools, and in the latter part of the year, according to the committee's report, an order passed one branch at least of the city government, directing the closing of the schools and dismissal of teachers, and if we are not mistaken, that calamity was only prevented by numerous and strong petitions or remonstrances of the people themselves. The present year the committee submitted their estimate of the amount required for building and altering school-houses, and the city council appropriated \$22,500 for that purpose, but with the exception, if we mistake not, of using a part of it in paying for a lot of land, it was not applied as the committee expected it would be. No new school-house was ordered; and at the beginning of the term in September the committee found a deficiency of accommodations, and were obliged to call upon the city council to provide temporary places.

In the nature of the case, the school committee is as competent to pass upon the amount of appropriations required for streets or sewers, as the city council is to pass upon the amount required for schools and school-houses. We submit that it is time school committees were clothed with the power of appropriating the public moneys commensurate with their duties of making contracts which involve the disbursement of them. We wish it to be distinctly understood that we do not make these remarks in a spirit of complaint towards the city council of this city for the current year; for we are not aware that there has been any particular want of harmony between that body and our board; and for that very reason, it is especially appropriate that we should call attention to the subject. In stating the law, we have given the practical, municipal interpretation, except where we have decisions of

the supreme court. Further decisions might modify it, as in the past. A committee, however, which performs its ordinary duties without compensation, will not be inclined to incur the expense of a suit to obtain the court's construction of the statutes relative to its powers and duties.

*Training School.*—During the year, arrangements have been made for giving instruction to young ladies who desire to teach in the Primary Schools.

There is a growing number of such persons in the city, who are looking forward to teaching as a means of support, and who have, at considerable expense to themselves or their parents, carried their education farther than they would have done without such an end in view; and yet they are without experience in teaching, and without any intelligent conception either of the best methods, or of the true ends to be accomplished. In many cases they seek appointment in country schools, which give them work enough to do, but which furnish very little of the experience required here; and at the end of perhaps several years of almost profitless experience, they apply for appointment here not much improved beyond what they were at graduation, and with ideas and habits which are far from what are best for our schools.

The arrangements of the committee to introduce a training class into the Riverside school-house, and to employ it in the instruction and discipline of the school, will, it is hoped, provide young ladies with an effective means of qualifying themselves for appointment in the schools, and train them under the eye of highly accomplished and competent persons to perform their duties in the best manner.

The establishment of this plan in the Riverside will not displace the scholars who are there now, nor interfere with their daily and regular instructions as heretofore. The experience of other cities, which have adopted the training system, leads us to anticipate that they will be greatly benefited, and that, good as the school has been, it may be expected to be better under this plan.

A superintendent and assistant have been employed to take charge of the work; and the committee believe that they have been singularly fortunate in securing the services of two such accomplished ladies as Mrs. Sullivan and Miss Munroe.

In response to the inquiry what is to be gained by this school, the committee would reply, in the first place, that they expect that it will become a model Primary School. This has been the first aim in other cities where such schools have been tried; other teachers have studied them, and tried their methods, and gradually brought their discipline and instruction up to the standard of the model school. The law of

the Commonwealth which requires teachers to visit and examine other schools, contemplates the establishment of model schools, and we expect this benefit from the new arrangement at the Riverside.

In the next place, the Training School will ultimately give all the Primary teachers of the city the benefit of thorough training in their art. Their attention will be called to the peculiar and ever-changing wants of the schools of the city. They will go into the duties of their situation furnished with principles, intelligent conceptions, habits of self-control, and teacher-like sentiments instead of routine. Plans can be tried here for meeting the special wants of the local instruction; and generally it is believed that teachers will enter the schools with a better understanding of what they will be required to do, and with a larger amount of really valuable experience than is ordinarily obtained in several years of instruction in good schools.

And, finally, young ladies in the city who desire to teach, and are competent, will have an easy and sure way opened to them to find employment.

The additional expense to the city required to organize the Riverside Primary for these purposes, and to carry forward these two lines of simultaneous instruction is small; the benefit which will accrue to the schools of the city it is confidently believed will be very great. And the committee anticipate that this measure will prove, in the end, the most important step taken by them during the year 1869.

*School Committee.*—CHAS. H. SAUNDERS, *Chairman ex officio*, ALEXANDER MCKENZIE, HENRY P. WALCOTT, LYMAN R. WILLISTON, HAMLIN R. HARDING, KINSLEY TWINING, EDWARD R. COGSWELL, JOSEPH H. TYLER, GROVE H. LOOMIS, GEORGE H. MINER, SUMNER R. MASON, JAMES M. THRESHER, WILLIAM A. MUNROE, JABEZ A. SAWYER, JOHN FISKE.

We still have in all our Grammar Schools the antiquated system of large rooms; while, as heretofore, nearly all our Primary Schools are organized on the same general plan, and are ungraded. It is mortifying to be obliged to chronicle such a fact, but truth compels it. Had this system any advocates, or even any apologists, it might be well to notice some of the evils which attend it; but this is not now necessary, since all who are conversant with school matters are ready to condemn it most unqualifiedly. I make the statement most unhesitatingly, that as regards the instruction or the discipline of our schools, the plan of large rooms is wrong in principle and disastrous in results. If now this view be correct, if the present system be recognized as wrong, why should we not commence at once to apply the remedy by changing it for a better one? Is it a matter of small importance? The city of Cambridge expends annually, merely for instruction in its Public Schools, nearly \$100,000; this is a large sum, and the labor which

costs so much should be so employed that the best possible results shall be secured. This is true economy ; anything else is wasteful expenditure. Unlike the farmer, the mechanic, and the artisan, who eagerly seize upon every implement, are we not, in one respect at least, foolishly using the systems and methods of a past generation ? It is not for me to say that there never was a time when a teacher could properly control and teach from one hundred and twenty-five to two hundred and twenty-five pupils ; I do not say that that time, if it ever existed, has passed away. The coming year should see one Grammar School reconstructed, and make a model school, with properly arranged rooms and modern furniture. In order that there may be a suitable hall, a French-roof should be added. We should thus take the first step in the right direction, and the results, sure to follow in this instance, would best plead the cause of the rest.

*Evening Schools.*—Three Evening Schools for males were opened the present season, under circumstances as encouraging as those attending them last year. Three schools for females have also been established the present year, with the prospect of gratifying success.

Having been strongly in favor of the establishment of such schools, and being a firm believer in the demand for this kind of instruction, it gives me great pleasure to be able to report the excellent success of the undertaking.

I cannot believe that there is, in this city, a more judicious expenditure of the public money than that appropriated for this purpose. I know of few sights more gratifying than to see those men and women, most of whom were, in early life, denied all educational advantages, bending over their books with that earnestness of manner which is the sure promise of success.

I gladly testify, too, to the good order uniformly prevailing in these schools. Rowdiness is unknown. Each comes to learn, and seems determined to make the most of his opportunities. A change, by which the number of pupils to each teacher shall be reduced, seems to be highly desirable. The present regulations provide that when the number of pupils reaches forty, an assistant may be employed, This is by far too large a number. In Boston, the number to each teacher has been gradually diminished, until at present it is but twelve, and even this is regarded as too large a number. The reason for this is apparent, in the fact that it is not possible to have, in these schools, anything like the classification of the day schools, and hence individual instruction, in most cases, is demanded. Besides many of those pupils are not sufficiently advanced to be able to work with profit to themselves, unless almost constantly assisted by the teacher. I do not

hesitate to say that ten, or at the most twelve, are all that can be profitably taught by one person.

Doubtless before the opening of the Evening Schools for the next season, that will be young ladies in the Training School who will be glad of an opportunity to teach in these schools, where, to the inducement that money is always supposed to be, there will be added the advantage of valuable experience. Such teachers can probably be employed for a moderate compensation, and will be valuable as assistants.

It should be mentioned that these schools are conducted with a strict regard to economy, almost the entire expense being for instruction.

The idea has recently been expressed, by gentlemen whose opinions are worthy of high consideration, that the province of the Evening School should be enlarged. In view of the difficulty of enforcing the laws respecting the employment of children in manufacturing establishments, these gentlemen believe that the legislature should pass an act making six months' tuition in an Evening School an equivalent for the three months in a day school now required by law. While I might admit that the six months proposed would be nearly as valuable as the three months now required, still I should deem it unwise to legislate in that direction. I should fear that the influence of such a law would be to decrease the number of those now enjoying the full time in the day schools.

It cannot, I think, be denied that the present law, difficult as it is of execution, does exercise a wholesome restraint upon many parents, who would otherwise gladly withdraw their children from the schools. I believe that any change should be in the direction of more stringent laws regarding attendance, and a more rigid enforcement of them.

*Training School.*—In the month of September last I recommended the establishment of a Training School. The suggestion met with your approval, and a committee was appointed to take the subject into consideration. In October that committee submitted a report, strongly recommending the establishment of such a school, and also detailing the plan proposed for its organization. This plan met with the hearty approval of the board, and a committee was appointed to carry it into execution. Arrangements are now nearly perfected; teachers have been appointed, and the month of February has been fixed upon as the time for opening the school. The details of the proposed plan for the school, as well as the advantages confidently expected, have been fully discussed before you, and need not here be repeated.

The question has sometimes been raised whether teachers should not judge of the qualifications of those desiring to join their ranks, in

accordance with the principles adopted by the so-called learned professions. It has been argued that a system of this kind would do much to exclude those who are unworthy of the high vocation of the teacher, and would tend to raise teaching to the dignity of a profession. Be this as it may, the fact is apparent that teaching can never assume its proper place, until those who are to enter upon its high responsibilities will subject themselves to a thorough professional training, and will also, so long as they may teach, manifest some degree of professional zeal. With us it was felt that the great need was a school where young ladies, graduated from our High School, might be trained in the best methods of instruction and of discipline, while at the same time they might have constant practice in the actual work of the school-room, under the eye of an experienced instructor, who would be competent to see their faults, and faithful enough to expose them.

This last point deserves consideration, just because experience gained in this way is so much more valuable than that acquired in the ordinary manner; for it must never be forgotten that experience does not necessarily imply skill.

One of the chief advantages of the school will be that it will furnish a test of the ability and strength of those who enter it as pupils; so that the appointment of teachers from this number will not be so entirely a matter of chance as formerly. Certainly, it will be true here, as elsewhere, that the highest success will only be found where native talent, and aptitude for teaching, are joined to earnest and persistent effort; and yet I wish here to say, that with singular unanimity the statement comes from the different cities and towns where Training Schools have been established, that among the graduates of these schools, who are now teaching, there are few if any failures. Might we not expect just this result? These teachers have served an apprenticeship, and have discovered that a knowledge of the art of teaching does not come by intuition any more than does skill in mechanics, in medicine, in law, or in theology. They have learned that there are laws governing the development of the mind, and have made some progress in understanding their operation. They have been taught the importance of careful preparation, on their part, for each exercise, if they would interest their pupils. They have learned to value method and order in everything they attempt. They have seen, that if they value success they must bring to the school-room fidelity to their work, cheerfulness, enthusiasm, and self-control. They have, in fact, been brought face to face with some of the actual difficulties which they must sooner or later meet; and the experience thus gained must be, in the highest degree, valuable.

*Drawing.*—Within a few months drawing has been made a regular branch of instruction in all of the schools, with the exception of the High School. It was felt, at the outset, that the success of this as a branch of study would depend in a great measure upon the manner in which teachers met the requirements upon them. I am happy to be able to say, that, with very few exceptions, they have entered upon the work with an earnestness that will insure success. Even the few who at first thought it a useless study; who believed it could not be taught successfully; who were sure there was no time for it; who felt that it ought not to encroach upon the useful branches,—these are nearly all confessing their mistake, and are earnestly entering upon the work.

It is too early to speak with confidence of results; and yet I do not hesitate to say that in the interest manifested by both teachers and pupils the success has been as gratifying as it has been unexpected. In several instances, even among the smaller children, quite remarkable evidences of skill have already been shown; but in comparing the different schools, or different pupils in the same school, it is not found that a greater disparity exists in this than in other studies. As in everything else some will excel, but all can produce satisfactory results. That drawing has so long been neglected in our schools is a matter of surprise. When we consider that it is in itself highly useful; that it trains eye and hand for numberless purposes; that it directly aids the pupil in writing, in map-drawing, and in much of the other school work; that it teaches correct habits of observation; that it greatly enlarges the field of enjoyment and of influence,—when we consider this, we cannot hesitate to accord to it a place among the practical studies.

*Superintendent of Public Schools.*—E. B. HALE.

### CHARLESTOWN.

The board of school committee, late in the year 1868, appointed a committee, and asked for the appropriation of money for the experiment of establishing free Evening Schools in the winter of 1868-9. Six schools, four for males and two for females, employing twelve teachers, were organized in the last week of December, 1868, and continued for sixteen semi-weekly sessions. About three hundred scholars were enrolled; but after substantial work succeeded the temporary excitement of novelty, the attendance was reduced to about one hundred and seventy-five. The schools became interesting, and notable progress was being made, when they were necessarily suspended. The experiment seemed a successful one, and the committee who had immediate charge of the work recommended a repetition for the next



winter. Accordingly, the same committee was appointed, and an adequate appropriation was made. Six schools were organized on the 1st of November, 1869; but the number of pupils did not seem to warrant the committee in continuing so many, and the number of schools has since been reduced to four—two for males and two for females. The number of pupils is about one hundred and twenty, most of whom have manifested great earnestness and interest in their studies.

Due regard for the public welfare should insure the continuance of these schools.

*School Committee.*—GEO. W. GARDNER, WM. H. FINNEY, A. E. CUTTER.

The Primary Schools were never in as good condition as they are now; they were never before as fully, and I think, never as accurately taught as they are now. Some of them are models of excellence, and are exerting a favorable influence upon other schools. Others, compared with the standard to which we wish to bring them, are in some particulars deficient. There is a want of controlling influence which a teacher should exert; a lack of genial sympathy and of that inspiration which animates children to the performance of duty, or a failure properly to improve the time. Experience, observation and careful study may remedy these defects.

Nearly all the rooms occupied by these schools have been more or less ornamented by teachers and pupils, and some of them are quite attractive. Walls hung with pictures, and windows decorated with plants and flowers, give cheerfulness to teachers and scholars, and help to blend true pleasure with duty.

One difficulty met with in these schools arises from the fact that many children have so few opportunities for home culture. They hear but little correct conversation, little or no good reading, and are very scantily supplied with suitable reading matter. Having carefully considered the subject, I recommend that the schools having advanced classes be supplied with a few carefully selected and appropriate books, to be loaned to pupils as rewards for good conduct or good lessons. These books should be read at home, or at school, after all the required study has been accomplished. The cost of books would be trifling, and an experiment in one or two schools would test the propriety of the measure.

The general management and progress of the Grammar Schools are highly satisfactory. The government is good; for the most, kind, energetic and elevating. Yet the rod is in favor with many teachers, and is frequently employed to secure obedience and industry; but its use is controlled by such mildness and prudence that I rarely hear a

complaint respecting corporal punishment. The practice of making a monthly report to the Superintendent of all cases of punishment, has induced greater caution in the use of the rod. Still it is too frequently resorted to now, and nothing will insure its general disuse but an increase of the moral forces of the schools, and correct government at home. It cannot be abolished by law without detriment to public order; yet every possible means should be employed to quicken the consciences of children and stimulate their better aspirations, so as to elevate them above the necessity of applying physical force.

The High School includes three courses: the regular High School course, the college course and the English and commercial course. The first and second are four years in length; the last, three.

Each course is complete and thorough. The last affords ample opportunities for young people to obtain a good English education; and it is greatly to be regretted that there are not more of our youth who avail themselves of its advantages. There are nearly three thousand persons in this city, from fifteen to twenty years of age, and doubtless many of these ought to be connected with this school. Pressure of business or poverty may be urged for non-attendance, but a failure to appreciate the worth of education is a potent cause. Should the pulpit, the press and the schools speak properly concerning the value of education, hundreds of children would remain for a longer period at the fountains of knowledge.

This school, in regard to organization and studies, is up to the highest limit indicated by the statute which authorizes its support; and in respect to variety and thoroughness of instruction, stands among the first of its grade in the country. All its teachers are fully qualified for the positions they hold. The varied experience of its principal, acquired in this and other schools, insures fulness and accuracy in teaching, and eminently fits him for the training of youth.

In its organization and range of studies, the school stands far higher now than it did in the early years of its history. During its first decade, its course of study was limited to three years; since then it has occupied four. Two years ago a thorough English course was established.

*Drawing.*—To a limited extent, this useful branch is taught in every school in the city. In the Primary Schools the work is necessarily very simple and elementary.

Bartholomew's drawing books are used in the High and Grammar Schools, and the pupils in the former, and in the higher classes of the latter, are making fair progress.

The teachers were not familiar with this art at the time it was introduced, otherwise far better results would have been secured than

we are now permitted to witness. In order to aid them in this part of their duty, I have made an arrangement with the publishers of Mr. Bartholomew's works to give the teachers in the High and Grammar Schools a course of gratuitous lessons; and Mr. Albert F. Hall, the successful teacher of drawing in the Institute of Technology in Boston, is now performing that service. A successful beginning has been made, and it would be good economy on the part of the board to supplement the instruction already provided for, by another course of lessons.

*Truancy.*—One of the most persistent and troublesome evils that beset our schools is truancy. Various expedients have been adopted to abate this evil, but no city can boast of having found a perfect cure.

A prolific source of truancy is found in the inefficiency or viciousness of home influence. The parents of some of these offenders are intemperate, and some utter wholesale falsehoods to screen their wayward children.

In October the truant officers presented to the school board a report respecting the proper treatment of incorrigible truants. The report received the favorable consideration of the board, and was immediately sent to the city council.

After mentioning several methods of dealing with truants, they say: "Chelsea sends her hardened truants away. Connected with the almshouse and farm in Lowell is a reform school, controlled and supported by that city. The boys are well fed, comfortably and neatly clothed, attend school the greater part of the year, aid in carrying on the farm, and seem to be surrounded with influences which, if they do not work a complete reformation, essentially change them for the better. Chelsea pays Lowell for the maintenance of each of these truants the sum of two dollars a week; and as far as we can learn, the officers of Chelsea consider it an excellent arrangement, both as it regards economy and the reformation of the children sent there. Indeed, it seemed to us so excellent and practicable a method, that we have hastened to call to it the attention of your honorable body. And if it appear worthy of consideration, we pray that it may receive your earliest attention. Lawrence has already made arrangements with Lowell to send her truants there, and Lynn is moving in that direction. You will see, therefore, that should the project seem to yourselves and the city council desirable, how necessary it will be that steps be taken immediately to perfect the arrangement."

*Superintendent of Public Schools.*—J. H. TWOMBLY.

## CHELMSFORD.

Speaking of success, we deem it a comparative term, especially in the vocation of the teacher. A teacher should be judged, not only by his "works," but by the circumstances under which he has labored. The same degree of fidelity and energy may accomplish results widely varying, according to the circumstances, favorable or adverse, under which they are exercised. One teacher reports for duty in a school where discipline has been lax, and finds it no easy task to bring order out of chaos; another enters a school where tardiness and irregular attendance prevail; another finds himself in a school greatly mixed, having all grades and all dispositions; still another is favored of fortune, and finds his lot cast in a school in almost every aspect advantageous. Success, therefore, so far as tangible results are concerned, is a comparative term. A bound marks the starting-point. The voyage of the term is made. So much distance has been traversed, and the place of commencement is but a little in the rear. But little seems to have been gained, yet much may have been accomplished. To measure the success of a teacher or the progress of a school, it is but fair to consider the snags in the way, the contrary winds, the dead calms; and viewing these, the wonder is, how any success could be achieved. The success of a campaign is not measured by the area marched over, but by the obstacles surmounted and the stubborn foes subdued. Thus we would estimate the work of a teacher by the difficulties under which he labors and which he overcomes in its performance. Therefore it seems good to mention some of the obstacles with which our teachers have been called to contend.

*School Committee.*—GEORGE H. ALLEN, E. D. BEARCE, LUTHER H. SARGENT, J. B. EMERSON, B. J. SPALDING, CLEMENT UPHAM, HORATIO MARSHALL, E. K. PARKHURST.

## CONCORD.

Necessary changes of teachers have been a great obstacle in the way of the highest success in some of our schools. But irregularity of attendance has stood in the way of the highest success in all our schools. It is certainly true that the best instruction can be of but little benefit to those who do not regularly attend school. It is equally true that the frequent absence of a few pupils will materially retard the progress of any school. This cause of difficulty does not belong to one year, but to all years. The efficiency of our schools has always been decreased by the unpardonable negligence or foolish indulgence of some parents, who, on the slightest pretext, have allowed their children to remain away from the school exercises. To

such guardians, a little mist or snow, an errand to be run, a good condition of the meadow for skating, have been all-sufficient reasons for sacrificing regular school attendance. And so there have always been children in the town who have lost half the benefit of school privileges; who, amid richest advantages, are growing up half educated men and women. And these are by no means altogether the sons and daughters of the poor and ignorant, or of foreigners. Not at all. Perhaps just as large a number are the children of those who count themselves our most intelligent citizens, and who, in everything but a proper care for their children's intellectual interests, are so. In view of this unnecessary and what they can hardly help calling wicked absence, your committee feel it to be their duty once more to remind their constituents, most emphatically, that there can be no really good school without regular attendance; and that he who permits his child to stay away needlessly, is not a true friend to his own household, but a real obstacle to the highest welfare of our schools. We speak strongly because we feel strongly.

*Evening Schools.*—At the town meeting, last March, \$250 were appropriated for the support of an adult school, if in the opinion of the committee it was thought advisable to establish one. No doubt a great many, naturally enough, judged that there was no need of such a school in a quiet rural town like our own. This winter the experiment has been made, which clearly shows that there is need of such a school, and also that in the simplest ways that need can be supplied. The adult school has been altogether a success. For fourteen weeks, two evenings in a week, it has been kept in Engine Hall. Over forty different persons have been members of it, and the average number present has been thirty. In addition to the school established by the committee, a voluntary school was started at Factory Village, and maintained for about the same time. The committee, however, had but little supervision of this school. The room was furnished by Messrs. Damon, Smith & Co., and the expenses were chiefly borne by those who attended the school. A small sum, however, was appropriated by the committee in aid of this enterprise. The attendance here averaged not far from twenty-five. We do not wish to add anything to this testimony of facts. They certainly show that the committee of last year were entirely right in their conviction that an adult school was needed, even in this quiet agricultural town. There can be no doubt of the duty of the town to sustain a work thus auspiciously begun. The real interest and industry of the pupils, no less than their full and constant attendance, prove conclusively that in no way can we do any more good than by making the evening winter school for adults a permanent addition to our school system and privileges.

We are sure that we express the wishes of all our citizens when we recommend that an appropriation for this purpose of \$200 be made.

*School Committee.*—GRINDALL REYNOLDS, *Chairman*; D. G. LANG, *Secretary*; SIMON BROWN, SAMPSON MASON, MARSHALL H. HOLDEN, HENRY F. SMITH, JOSEPH D. BROWN, JOSEPH A. SMITH, WILLIAM H. HUNT.

### GROTON.

But something more than a new High School-house, or new school-houses throughout the town, is needed to improve our schools. We need an active interest on the part of all the parents. We have had manifested more interest in this direction, during the last year, than during many previous years. But we need a still greater interest. We may have good school-houses and good teachers, but without the coöperation of parents, the school-houses and the teachers will fall far short of what otherwise they might be the means of securing. Parents complain of the teachers, and of the results of their schools, but it is too often the case that the fault lies with themselves. Indifference has been the great evil. It is not alone in Groton that parents are indifferent, but that makes the evil no less. Have Christian parents any right to be indifferent to such great interests? No process of logic, no system of ethics, no amount of philosophy, can aid us in giving affirmative answer to the question. Philosophy, religion and morality teem with arguments against indifference, and in favor of activity and zeal in the great cause of popular education. The republican system of government finds popular education underlying it in every direction. It cannot exist without it. The founders of our government knew it, and therefore they established the free school as a safeguard of the republic. The present generation can dispense with this great power no better than the past. It is essential to our success as a nation, and to our happiness as a community. The Christian church and all the benevolent and eleemosynary institutions established in our country, look to the free school as their great defence and protection. If we would protect, defend and perpetuate them, we must nourish, and guard and build up our free schools; and in proportion as they flourish, we may expect success to attend all our beneficent and Christian institutions. When the free school languishes, the Christian church will first feel the blow, and as from that all great and good institutions draw their life and support, they too must languish.

There is no defect in our Public Schools but may be removed by the joint coöperation of parents and teachers. Tardiness, irregularity of attendance, insubordination, neglect of study, want of school-

books,—these, and other evils which harass the teacher and embarrass the school, can be removed by an active interest on the part of parents. For many of these evils the parents are directly, immediately and alone responsible; and knowing them to be serious evils, as all parents do know, or should know, why will not parents remove them? Certainly no one has so great an interest at stake as the parent. And when the future happiness and well-being of the child is involved in the result of the school, why do parents hesitate in making that result all that can be secured?

*Teachers' Association.*—By the advice and assistance of the committee, a teachers' association has been formed in the town. This association has weekly meetings, and accepts for members, not only those who are actually teachers, but those who are contemplating becoming such. The association has already held several meetings, at which discussions upon various matters connected with the art of teaching, have been held. These meetings will have an important influence in elevating the character of our teachers, and increasing their capacity. The committee hope that all the teachers in the town will join the association, and contribute their part toward the accomplishment of the great work it is organized to perform.

In closing this report, it is not improper to advert to the importance of securing a constant attendance in school of at least those children whose ages fall within the limits contemplated by law,—from five to fifteen years. Of this class, by the returns of the assessors, it appears that there were in the town, on the first of May, 1869, seven hundred and eleven. But only about six hundred and thirty of these appear to have been in school at all in summer, and but six hundred and thirty-seven in winter. At least seventy-four children between five and fifteen years of age, more than ten per cent. of the whole, evidently were out of the Public Schools all the year. But few of these attended Private Schools, or received any adequate private instruction. The importance of this matter can hardly be overestimated. By law it is made the special duty, not only of the school committee, but of the selectmen, and also of clergymen, to aid in securing a full and regular attendance upon the schools. The statutory provision is as follows:—

“It shall be the duty of the resident ministers of the gospel, the selectmen and the school committees, to exert their influence and use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction.”—*Gen. Statutes, chap. 38, sect. 11.*

By virtue of their high and honorable office, reverentially recognized by the law of the Commonwealth, which has stood in the same

form nearly half a century, and has passed through two solemn revisions without alteration, ministers of the gospel are charged with this grave yet not uninviting duty to the rising generation. While the secular education of the colored freedmen in our Southern States, and of benighted heathen in far-off lands, may be a subject proper for consideration in the pulpit and the lecture-room, the power of universal education at home, which lies behind and upholds the pulpit and pastoral office, and is vital, or nearly so, to the Christian religion as well as to common morality, ought not to be forgotten, or excluded from the pulpit, the lecture-room, or the pastoral visitation. First in order, and for the best reasons, ministers of the gospel are named as the lawful promoters of universal and regular attendance upon the Public Schools. The selectmen and school committees are next designated, and specially enjoined to perform the same duty. Let all these officers, and with them every citizen, strive to carry perfectly into effect the beneficent provision of our statutes, until there shall be, not ten per cent. of our children out of school, but all of them registered as scholars present in their proper places, and all prompt and regular in their attendance; that so the town may have a future population, not in ignorance marching backwards towards the dark ages, but advancing in learning and in humane and Christian culture towards the light of the dawning twentieth century.

*For the Committee.*—DANIEL NEEDHAM, JOSIAH K. BENNETT.

### FRAMINGHAM.

The moral status of each school has been the constant study and prominent object in the minds of the committee. What of your school, in this regard? has been the oft inquiry. Our strong desire has been, not first and foremost for rapid advancement and high attainment in the several branches of study, but rather that habits of punctuality and regularity of attendance, of order and industry, of truthfulness and integrity, of true Christian morality, should be carefully cultivated. Without these, the highest advantages of education are lost, and we educate in vain. Our hope of the success and perpetuity, not only of our Common School system, but the most valued educational institutions of our country and of the government itself, rests upon the Bible. "In God we trust."

*Chairman.*—JAMES W. BROWN.

### HUDSON.

A table has been prepared containing a column of figures showing the actual loss of money in each school, for irregularity of attendance, to



which attention is particularly invited. The aggregate amount there presented is about \$700, enough to support two schools, of fifty pupils each, through the year. If calculations of this sort were based upon a comparison of the average attendance with the whole number of scholars in town, counting those between five and fifteen years of age, all of whom, with but occasional exceptions, ought to be in school, this sum would be nearly doubled. In other words, our school appropriations are accomplishing only about two-thirds as much as they might do with our present accommodations, for those in whose behalf they are yearly made. And for the simple reason that those having children in their homes, whom they owe a good education, if they owe them anything, do not keep them constantly at school. When will men be wise in this regard?

It is, however, to be borne in mind, now as heretofore, that the attendance of about thirty-five children during the year, at the Houghton Private School, would, if taken into account, modify the statements above. But making all due allowance for that fact, the number of children out of school in our town, and the pecuniary waste thereby induced, are lamentably large. Is any one so void of understanding as to suppose that this community can ever rise to a very high social position, so long as the facts of which we are speaking exist? It is an impossibility in the very nature of things. "He that hath ears to hear, let him hear."

We urge greater interest and care in the matter of writing. The number of good writers in our schools is discreditably small. The number of schools in which the writing-books indicate a real desire and effort to improve, is a minority. Too often is there evidence that the exercise is hurried through in the most thoughtless, rapid, listless manner, as if all merit lay in getting to the bottom of the page in the shortest time. What goes for writing, in many cases, is but a wretched scrawl, as unintelligible as the hieroglyphics on a Chinese tea-chest. This will not do. So important a study as this ought not to be so shabbily dealt with—must be more scrupulously regarded.

Another advance step has been taken during the past year—one scarcely less important, one justified by experience and by all the conditions of success in every department of life. It is the preparing and establishing a definite course of study for the Primary, Intermediate and Grammar Schools of the town. This relates to the internal arrangement and discipline of the schools, as the other does to their external organization. Grading the schools assigns a scholar to his proper place; the course of study will indicate what he has to do in his place. By the former, each school is brought into order as respects

all other schools and as respects its own members ; by the latter, it is shown its own proper and definite work. The one marshals the forces, the other takes up the line of march ; that puts all concerned in the proper field, this assigns them each and all their respective specific tasks. By a carefully prepared plan, the teacher knows what is expected of her, and may address herself intelligently to her duty ; the pupil has a plain, straight-forward road opened before him in which to walk. Under this arrangement, there is a regular, comprehensive method of advance, from the first entrance of a child into the Primary School, onward and upward to the High School. When perfected, a new scholar will readily fall into place, transfers from one school to another can easily be made, and promotions will come as a matter of course, much time and trouble being saved thereby. This course of study will concentrate and unify the thoughts and efforts of both teacher and pupil, awaken a healthful ambition to gain the established goal in due time, stimulate a laudable rivalry between different schools and different classes, thus, and in other ways, infusing new life, zeal and efficiency into our whole school system. Of course, it will take time to effect all this, to bring the plan devised into complete practical use. It cannot be fully applied at once. New clothes hang loosely, in spots, about a person ; they pinch in other spots. A little wear makes the fit perfect, and gives the body ease. So in the adoption of a method of study. It takes time to shape all things by it, to have it work its perfect work. But time and effort, faithful teachers and parental coöperation, will indicate its claims and prove its worth.

But the wisest and best of teachers, of themselves, cannot make a good school. The problem has other factors ; the work other elements of success. There must be pupils, and not only pupils, but pupils constant, regular, punctual in their attendance upon the exercises and duties of the school. And with this, also, there must be parental interest, parental fidelity, parental coöperation in various ways. Indifference to the child's school-life at home will sometimes palsy the best-directed efforts of the most efficient teachers ; active opposition there to a teacher's ways and methods, or a manifest disregard of the teacher's desires and aims, will render an otherwise excellent school valueless. A most effectual way of destroying a teacher's usefulness, and of working immense mischief to a school, is for parents to find fault with that teacher in the child's presence, criticize unfavorably her conduct or character, and encourage contempt of her authority and disregard of her requirements. There is a just, honorable and effectual way of remedying, in due time, any defects that may exist in any school, without serious detriment to the school itself ;

there is a way, also, sometimes pursued, which works mischief to all concerned, and damage that cannot for a long time be overcome or repaired. If parents are disposed to make trouble, or if they are not careful not to make trouble, they may make a great deal; if they are resolved to have a successful school, that result can be secured, even with a teacher of moderate ability. Very much of a teacher's success, in any school, depends upon the parental and home influence exerted upon those under her care.

*School Committee.*—GEORGE S. RAWSON, J. L. HARRIMAN, WILLIAM S. HEYWOOD.

### LEXINGTON.

There are some deficiencies, however, which are seen in all the schools, and which the special efforts of the teachers may do much to remedy. The common errors in speaking and writing our own language are so numerous as to lead to the reasonable inquiry whether our schools are doing as much as they ought to inculcate a knowledge of pure English. It does not need a very critical ear to detect the faults of speech which prevail so extensively among us. This must be owing partly to a lack of careful and thorough instruction at school. Our children are expected to speak and write better than their parents, since, in many cases, they have greater advantages.

At all the examinations there have been a surprising number of mistakes in spelling. Candidates for admission to the High School ought to be well qualified in this respect, as it cannot be expected that much attention will be given, in the last stages of education, to the simple rudiments. And those who enter upon active life, immediately after leaving our Grammar and District Schools, will never be likely to repair the loss, when they abandon their school-books.

*School Committee.*—EDWARD G. PORTER, CHARLES TIDD, JONAS GAMMELL.

### LOWELL.

The Public Schools of any locality will not often continue of a much higher range than the sentiment around them. The most enthusiastic teachers and the most ambitious pupils, will lose much of their energy if their labors and efforts excite no interest beyond their school-room. Then, too, a part of the work of education, and that not an unimportant portion, must be done at home, if done at all. The child enters school with few preconceived ideas as to his work. He comes in the course of nature to receive and adopt the opinions of his parents and other friends, and to let his mind take the cast of the minds about him. His is the blank sheet of photographic paper, and the parental

fireside is the sun which prints thereon, indelibly, the predominating influences. So, too, "children of a larger growth" continually receive impressions from the world around them, at the same time they are affecting the opinion of others. Public opinion is re-creative; the leaders of it are very few, while the contributors to it are legion. How important, then, that all questions concerning the state of our Public Schools and of improved methods of instruction, should receive the attention of those who form that public opinion which does so much to shape the opinions of children, and without whose aid, committee and teachers labor at a worse disadvantage than the famous mathematical frog, who lost every night so much of the ascent he had painfully made the day before.

Whatever merits a school-house may have, it is radically bad if it is lacking in these three things:—

1. Spacious and dry detached yards, provided with wholesome drinking water, and also with an ample range of the modern style of out-buildings.

2. Such an arrangement of its rooms that every one of those steadily occupied, shall receive daily some portion of sunshine. The effect of sunlight on health is seldom appreciated. It is so important that no human being should be compelled to live habitually without it, nor to spend any long portion of the day in a room into which it never directly comes. Its effect was strikingly shown in an Edinburgh hospital, one story of which was divided into two wards by an east and west partition, so that the sun never looked into the northern half. The constantly greater degree of mortality in this apartment led, after some years, to the change of the partition wall to a north and south direction, from which time no difference was to be seen in the healthfulness or the two wards. Similar results have been noticed in large manufactories. The presence of the sun for a short time only, each day, seems to exert a very decided influence. As its entire absence is incompatible with the perfection of health, it should, with especial rigor, be held a fatal objection in the case of a room designed to be occupied during the usual length of school hours, by children in the full activity of their growth and development.

3. A reliable arrangement for the regular introduction of fresh air, and the equally systematic withdrawal of foul air. We have now no lack of ventilating apparatus on our school-houses, but much of it is of the unfortunate character that it does not work in certain states of the atmosphere, and at other times operates in the reverse manner from that desired, becoming dangerous to the heads of the scholars. Robinson's ventilators seem to be reliable and satisfactory under all conditions of the outer air, and so far as our experience goes, to be the

only ones that are so. Ventilation by opening the windows, is troublesome and unsafe, the pupils near by getting overmuch of the blessing of which those far away may be stinted, while the checking of draughts and the preservation of due warmth, withdraw no small share of the teacher's attention from other duties.

Our present ventilators, so liberally supplied, are at least creditable as monuments of the interest heretofore felt on the subject. While the importance of ventilation is so generally testified to, we can well hope that the apparatus will soon be made efficient. Horace Mann once said that while we had a whole sky full of air, the depriving of children of all they needed of it, was a degree of parsimony that would make even a miser weep, and he added that such stinting was worse than it would have been for Noah, during the flood, to have put his family on a short allowance of water! Connected with this subject is that of the crowding of our school-rooms. So much space should be provided, that in no room should the scholar's seats, with the passage-ways between them, occupy more than two-thirds of the floor surface. There would then be abundant room for pupils to stand at the blackboards, which ought to reach entirely around the walls, and there would be a liberal space between the teacher's platform and the front rows of seats. This latter point is of much more importance than is supposed by those who have never been teachers, and it has much to do with the ease and thoroughness of discipline, as well as of the instruction of classes.

If any of our citizens wanted the services of a lawyer, or if any of our families required a physician, if any of our parishes desired to obtain a clergyman, if one of our manufacturers needed the services of an engineer or a designer or a master dyer or an overseer of spinning or weaving, or if any person wished for a mechanic to take charge of a difficult and important work, what ridicule would be thought too severe, if the person should finally be selected and placed in his post of responsibility, with not only no inquiry as to his special preparation and experience, but with the full knowledge that he was entirely destitute of either? The business of teaching requires as much faithfulness, skill and devotion as any of the callings we have named, yet the committee are yearly importuned by those who rank among our most intelligent people, to intrust our schools, with their momentous interests, to girls just out of the High School, who have never undergone a single hour of training or other special preparation for the critical and sacred work. There is no excuse for this state of things. The Normal Schools of the State stand with open doors, offering gratuitous training to all who choose to come. Their course of study is intended for the preparation of teachers, but is of very great

value to the student, even if teaching is not long followed. The girls graduating from our High School can hardly get a better supplementary education for the general purposes of life than by taking a course of the Salem Normal School, and certainly they can have none less expensive. Upon all such intending to become teachers, should this course be strenuously urged by parents and friends.

It is time to refuse to receive applications for teacherships from young women who have not been through the course of a Normal School, or who have not earned testimonials of successful teaching elsewhere. Schools that are opened for short periods only, and which pay small salaries, may be compelled to put up with apprentice work, and to allow their children's minds to be bungled over and used as stepping stones on which a raw beginner may mount to the plane of experience, but so ought not we to do any longer.

It is most difficult to find excellent teachers for the Primary Schools. Many a person who can do pretty well in the other grades, has too little educational talent for the Primaries. It is here that the child comes after some five years of growth, during which by handling, tasting, breaking, joining together or otherwise experimenting, he has acquired pretty clear and decided notions as to everything within his reach, and by the persistent asking of questions has carried his ideas up to and even beyond the range of his vision. Now that he appears for the first time in the school-room, there are at least two methods of treating him. The common one is, to pay no attention to what he has already learned of things in general, nor to the manner in which Nature has been educating him, but to tie him down to books written in a language he cannot well comprehend, presenting ideas of which he knows nothing and for which he cares nothing, in a manner totally different from his natural habits of learning things and which are entirely foreign to his little range of thought. Sometimes he resists the influences about him, and contrives to make some mental growth and have some ideas of his own, when he is called a "singular child," which he doubtless is; sometimes he becomes stupidly indifferent; but more frequently he degenerates into a little machine of great irregularity, giving up the habit of thinking for himself, adopting the practice of learning words by rote like a parrot, and receiving praise according to his power of rattling them off when called upon, though they may be and very often are, totally disconnected in his mind from any clear idea whatever.

This process of counteracting Nature, of benumbing the reasoning powers, and of creating deep disgust for school and for learning, is by many parents and teachers, strange to say, termed primary education. Were it ironically called so, we might well admire the satire!

The other method alluded to, of treating the beginner, may be found practised to a greater or less extent in many of the Primary Schools of our city. The teacher at once finds out what the child already knows, and proceeds to teach him after Nature's plan, while giving the instruction a higher range and a constantly widening field of action. By counting marbles, apples, books and pictured objects, and by making, changing and comparing groups of them, he begins to know numbers. By handling and counting ten cents he learns the value of the dime, and by using dimes finds their relation to the dollar. By several times turning a pint dipper full of sand twice into a quart pot, and the quart measure of sand four times into a gallon vessel, he discovers the facts of liquid measure. A few flat inch blocks answer for architectural playthings when school duties permit; next, by measuring books, slates and pencils with them, he learns the exact value of the inch; he eagerly finds that twelve of his blocks equal a foot measure, then that three times the foot make a yard, and that five and a half times the yard-stick equal the rod measure placed on the side of the room. In this and similar ways, he acquires a sure foundation for the study of arithmetic. Through general object-lessons, on geometrical figures in pasteboard, from pieces of rock or wood or cloth, from metallic articles, from fruits and flowers, and finally from less simple and less common things, he learns of the form, size, weight, color, strength, value, use, and the origin or method of obtaining or manufacturing hundreds of articles, and he acquires habits of observation, of inquiry, of analysis and of reflection, that will be of immense value in his subsequent education, and indeed through all his life.

In connection with the reading lessons, all the scholar's knowledge is called out, every word being understood and every illusion explained, especially such as bring in little sketches of biography or bits of natural history, so uniformly attractive to children. Geography, by this method, is mainly taught by expanding what the child already knows. He has seen brooks and ponds, hills and plains, and if he has never seen islands, capes, bays and peninsulas, a little encouragement will lead him to discover a score of them by the road-side on every rainy day. This latter very humble source of geographical illustration, has been extensively and most successfully used by some teachers within our knowledge.

Then, too, from first entering school, the scholar draws. First comes lines and simple figures; soon little sketches cover the blackboards, and at length the pupil draws as readily and uniformly as he writes, and on entering the world feels it as much a matter of course to give a pictorial description of his meaning on most things, as to

give a verbal one—a wonderful power, readily acquired, but how astonishingly neglected!

Finally, through the whole course, the scholar is led, so far as may be, to discover or to look for the next step to be taken, and to feel the constant logic of events. While this is done the child's interest is kept up, the acquisition of knowledge becomes a pleasure, and with each new point gained comes the desire to learn more. By this system learning forgets something of its ancient hostility to recreation, profit is akin to pleasure, and the school less widely separated from the fire-side.

Such teaching as we have briefly outlined, can only be well done by a clear head and a warm heart. It requires a person of energy, of cheerfulness, of a wisdom in little things that great men often lack, and of an enthusiastic love of the work, combined with a high degree of educational talent. First impressions being the strongest, and children being in the Primary Schools at the most impressible age, imperfect instruction and wrong training there are far less easily outgrown than when received in either of the subsequent grades. A right beginning is no small protection against the bad effect of after wrong-handling. It is, therefore, of the first importance that the best teaching talent to be found should be secured for the Primary Schools, and that the community should give the teachers there to feel that they are considered as filling the most responsible and honorable place in our educational system.

*Chairman of Committee on Reports.*—JOHN A. GOODWIN.

*Truancy and Absence.*—Truants have been well looked after this year, and I am satisfied that more than usual attention has been bestowed upon them by the teachers and the truant commissioner. The same difficulties, however, have to be overcome as formerly, and the duties of the commissioner are sometimes very arduous. As the extent of territory to be traversed increases every year, it will soon be necessary to have another officer; and I suggest the propriety of asking the proper authorities to appoint one who may learn the business in company with the present efficient officer. It is safe to say that three years would hardly suffice to give the experience necessary to a proper discharge of the duties of this office. The names, habits and haunts of truants throughout the whole city are well known to Mr. Huse, and this knowledge makes it comparatively easy for him to discharge the duties which a younger man, however capable in other branches of police business, could hardly discharge at all. Mr. Huse was appointed truant commissioner sixteen years ago, and has served in that capacity nearly the whole period since, during which time



there has never been, he says, so little truancy and so good attendance at school as during the past year. His report for the year, compared with that of 1868, confirms the truth of the statement.

## TRUANT COMMISSIONER'S REPORT.

	1863.	1869.
Orders received from Superintendent's office, . . .	406	265
No. of scholars included in the orders, . . .	427	287
Orders received directly from the teachers, . . .	183	286
No. of cases examined of children found in the street during school hours, . . .	107	52
Total, . . .	717	625
Of the above, there were truants, . . .	211	162
Absentees, with permission of parents, . . .	447	211
Scholars unconnected with any Public School, . . .	59	52
Returned to school the second time, . . .	114	98
“ “ “ the third time, . . .	69	52
Arrested for truancy, . . .	41	41
Carried before the court, . . .	33	36
Sentenced to the “ House of Employment,” &c., . . .	27	30
Bailed and returned to school, . . .	6	6

It will be observed that there were forty-nine truants less this year than last, and that the number of absentees, with permission of parents, is less than half that of last year. The attendance in all the schools has, in fact, greatly improved, though during the last quarter of the year, measles have extensively prevailed and many schools have suffered very much in consequence. But for this, the average attendance would have been considerably better than in any previous year.

*Employment of Children in the Mills.*—Unforeseen difficulties prevented me from carrying out the plan, proposed in my report of last year, for enforcing the provisions of the statute relating to the employment of children in the mills, and I have therefore followed the old practice of notifying offenders of their liability, and of my duty as required by the rules of the school committee. In all cases the notice produced the desired effect. I am sorry to be obliged to add, however, that on some of the large corporations many children have been employed in known violation of the law. The arguments used by parents to prevail upon overseers to employ their children, are in all cases the same, the necessities of the family. The appeal is successful, and the overseer subjects himself to the liability of suffering by costs, fines and loss of position, like distress to that which he desires to relieve. Within a few weeks it has been made the special duty of the State constables residing in Lowell “to see that the provi-

sions of all the laws regulating the employment of children in manufacturing or mechanical establishments are complied with, and to prosecute offences against the same," and I have their assurance that they will coöperate with me in carrying into effect any measures that may be deemed advisable. It is not our desire to do anything that will prejudice the real interests of employer or employed, but to prevail upon the manufacturer to enlist with us in devising and putting into execution some scheme that may accomplish the benevolent purposes aimed at in the statute.

*High School.*—Upon no subject perhaps is there greater diversity of opinion than the uses of a High School and the requisite qualifications for admission. Here teachers and parents are often at issue. Teachers declare that the High Schools suffer from the inadequate preparation, of those who enter them, for pursuing the prescribed course of study. Parents reply that the law requires High Schools to be kept for the benefit of all the inhabitants; that their children are old enough and well enough prepared to pursue those studies which they wish them to pursue, and that by arbitrary standards and prescribed courses of study they are unjustly cut off from privileges which they are taxed to support and the enjoyment of which is guaranteed to them by law.

There is no doubt that the efficiency of teaching is impaired by the necessity of supplementing the shortcomings of a scholar admitted upon a certain rank. But the school committee are, by the statute, empowered to determine the number and qualifications of the scholars to be admitted; and with us, the qualifications are "presumed." There is no absolute standard. Candidates are annually examined in certain required branches, and from the numbers, as many are passed as the committee deem best for the interests of all concerned. In my judgment, one of the reasons for such unsatisfactory results at the examinations is the amount of useless information which the teachers of the Grammar Schools have felt called upon to require their pupils to learn for fear that some portion of it may be selected to test their own faithfulness. On this account, it oftens happens that some scholars fail who are sufficiently qualified to pursue creditably and easily the High School studies, while others are admitted who from actual lack of qualifications fall out of the way or drag out a feeble existence through the entire course.

A partial remedy for this evil has been attempted by striking out from the course of studies for the Grammar Schools, certain portions of written arithmetic, by requiring its study earlier in the course and limiting the amount to be taught by each teacher, and by encouraging frequent written exercises in every study. It is hoped that in this

way scholars may be led to think, and that the knowledge imparted may be more easily retained and made available; that their minds will not be confused by the multiplicity of subjects examined, and that their mental training and real attainments will be adequate to all the demands that may be made upon them. I suggest, also, for consideration, the propriety of "conditioning" all who fall below a certain rank in any study, and of making the first term in the High School a probationary one.

The natural sciences are now taught in a rational manner. Once, it was thought sufficient if the scholar could repeat the text of his daily lessons, and the study of botany, geology and chemistry, was anything but interesting. Now, by illustrations in natural philosophy, experiments in the laboratory, botanical and geological excursions, an unusual interest is awakened and actual practical knowledge is obtained. Through the kindness of railroad officials residing in the city, interesting geological localities at a distance have been visited, and many valuable specimens added to the cabinet of minerals. Indeed, all the teachers in the High School are, in their several departments, doing an excellent work.

The subject of written examinations is now claiming the attention of the teachers of the High School. Scholars are from time to time subjected to the ordeal of putting upon paper their answers to questions given to them as tests of their real acquirements. This practice is admirably calculated to show to the teacher, as well as to the scholars themselves, the actual proficiency of the individual members of the classes. Many a scholar, who has recited tolerably well, when aided by leading questions or supported by the stronger minds of more studious pupils around him, finds himself, when subjected to this salutary test, to possess but very little accurate knowledge. Every honest and faithful attempt to exhibit the actual proficiency of a school, as an incentive to higher effort, and as a means of securing more accurate scholarship, should receive hearty approval.

*Superintendent of Public Schools—CHARLES MORRILL.*

## MALDEN.

The average salary paid to our female teachers is about \$475 per annum. With this sum they are to pay their board, clothe themselves in a manner that shall enable them to appear constantly in public, and expend a sufficient amount for books and periodicals to furnish their minds with such new thoughts and intellectual stimulus as their position inevitably demands. The average price of board for female teachers is five dollars per week, and this seldom includes fuel and

lights. Here then are two hundred and sixty dollars to be deducted for the single item of board, leaving the sum of two hundred and fifteen dollars for wardrobe, books, the contingencies of health, and the enjoyment of that recreation which the vacation affords for recuperation from the incessant and exhaustive duties of their profession. How much is left of this princely salary? With an economy such as the most niggardly would practice, these teachers frequently find themselves at the end of the year without a spare dollar, and fortunate indeed are they if not compelled by some unexpected, yet necessary expenditure, to anticipate a portion of the next year's salary.

Look a little more closely. A good domestic receives from three to four dollars per week for services; add to this the price of board and the nameless perquisites of the pantry, and the aggregate will show at least four hundred dollars as the amount paid for kitchen service. This is the minimum amount. Professed cooks receive much larger pay. We pay then for what is sometimes denominated "menial service," relatively more than for educating the children, and youth of our land. Again, it must be remembered that the ability to teach has been gained only by long years of study and preparation, involving not only the best years of life, but frequently attended by great expense.

The history of our best teachers will show that no position or profession in life is gained by greater effort, nobler and longer continued self-denial,—mortgaging years of laborious life for the purpose of securing a solid education,—than those of our best teachers. This is their capital, and to place them upon a par with those who merely work with their hands, is to do ourselves and the cause they represent great injustice. Governor Claflin, recognizing the fact that teachers as a class are inadequately paid, says in his last inaugural, "Our instructors must be more liberally paid, so that they may feel more encouragement to prepare themselves for the duties of the profession." Let them understand that their efforts to become successful teachers are fully appreciated, and compensated by the community, and then there will be no further complaint of inefficiency on their part.

Such an opinion, addressed to the legislature of Massachusetts, is entitled to grave consideration, not simply as the opinion of one man, but as reflecting the sentiment of those to whom the educational interests of the State are intrusted. While the committee of this town recommend the utmost economy in the management of the schools, and the salaries of the teachers, they desire at the same time to pursue a policy which, while it shall secure the ablest and most efficient instructors, shall recognize the true value of their services and

encourage them by salaries adequate to meet all reasonable expenditure.

There are many and conflicting views concerning the value of music as now incorporated in our school system. We think as a branch of school education it occupies a subordinate place; it is regarded as mere pastime, when it might take its place as among the important branches of school study. In Germany, music is taught as soon as the child can comprehend the idea of sounds, and its education in this direction is continued with as much zeal and continuity of purpose as are the ordinary branches in a Common School education.

Philosophically considered there are many reasons why the study of music should hold a prominent place in the school-room. The two great ends to be gained by education are knowledge and discipline; those studies which insure the greatest amount of discipline are regarded as the most important to the pupil. In the study of the dead languages and the higher branches of mathematics, it is not so much the knowledge gained as the discipline secured which gives them a prominent place in the school-room. Take the science of music and apply the same test, and it will be seen that there is scarcely one which requires more mental labor than does this. In its elementary form it develops the perceptive faculties, cultivates the power of memory; it has its rules, its definitions, its methods, and involves every variety of rhythm, melody and dynamics; all these develop quickness of perception, retentiveness, expression. In speaking of the faculty of recollection as developed in school training, some one has said that, "To recall at will the facts and statements of history, the principles and rules of arithmetic or grammar, the truths of geography, or the words of an oration or poem, imparts activity to the recollection, but no more effectively than does the voluntary recalling of music and poetry combined."

Again, the study and pursuit of music tend to cultivate the imagination. Music and poetry are so nearly allied that we can hardly separate them in our thought, and there is no emotion of the soul that cannot find its appropriate expression in music. It is an inspiration that kindles to the grandest effort, and has called forth results that have tasked the strength of the greatest intellectual geniuses that have ever lived.

Viewed then as an element in school culture, its claims should not be ignored. The study of music in our schools might be attended with valuable practical results; its practice as a relief from the routine of class duties is so generally acknowledged that no argument is needed to substantiate it.

*Chairman.*—W. H. RICHARDSON.

A school-room and its surroundings are important adjuncts of education; in fact they are educators often unacknowledged, yet powerful and far reaching; so influential that they always assist or modify, sometimes control or nullify the influence of the teacher.

"The child is father of the man," and apparently insignificant causes frequently produce significant results. Experience has taught each of us that the impressions received during the formative period of life, though they may, and often do, remain dormant for years, will sooner or later waken to vigorous action. Though the taste and love for the beautiful is innate, still it is within the memory of those not very old, that its power has been practically acknowledged. The school-books of to-day, in their artistic illustrations which explain and vivify the text, appeal to this power, and its agency is employed to educate the mind and refine and cultivate the imagination. In accordance with this principle it is desired to make the school-rooms additionally attractive with engravings and pictures, whose silent and impressive influence shall intensify and develop a love for beauty, and educate that love to intelligent appreciation. What has been done in this respect is an index of what it is hoped will be soon accomplished, rather than a result with which scholars or teachers are content. Many parents will, we are confident, be glad to repay in the direction here indicated, a portion of the obligations, for which they are debtors to the school.

*Chairman Sub-Committee.*—GEORGE T. COVERLY.

### MARLBOROUGH.

*Superintendence of Schools.*—It is no small task to do the work which properly belongs to a superintending school committee for thirty schools. If in all cases there were competent teachers the mere work involved in obtaining a thorough acquaintance with the schools would still require much time. We have simply done what we could, and have made more than two hundred visits to the schools, but often neglecting, no doubt, what should have received our care and attention. In the employment of teachers we have tried to get the best talent that the means provided would obtain. And their work has been watched and freely criticized, to the end that errors might be removed and the schools improved. The purpose has been to raise the moral tone of the schools, and to make them more efficient and better fitted to fill their place and accomplish their design. All this depends, finally, much more on the teacher than on committees. How to teach and how to administer the business of the school should be the teacher's constant study. The work is advancing

yearly more and more from an art to a science. Success in rare cases may be mainly due to that tact or skill which belongs to art, but it is readily seen that teaching is regulated more and more by philosophical principles and therefore in its highest form is scientific, and with the majority of teachers success depends on scientific method. Most persons enter the teacher's profession (as they should) to gain their living, adding, some in greater, some in less degree, high and noble purposes, with "tact" for some specialty it may be; but unless they have also wise principles to guide them in instruction and discipline, their work will assuredly degenerate into tyranny and dry, mechanical routine.

"The essential question in regard to a teacher holding a place in our schools is, Does he grow? And whatever is done to encourage, aid or stimulate the improvement of teachers is soon to tell on the improvement of the schools."

*School Committee.*—W. D. BURDETT, S. N. ALDRICH, EUGENE DENORMANDIE.

### MELROSE.

Horace Mann once said, "Education is the profoundest of all sciences, and the most difficult of all arts." It is natural, therefore, there should be wide differences of opinion as to what constitutes the most valuable studies, or what is meant by a mastery of the higher branches. With many it means adding to the student's list of facts, accumulating results acquired by others. But many such studies require no weighing of testimony, no appreciation of evidence, and are productive of no mental vigor. Some assume the utility of a study because it deals with what is useful, and is supposed to produce practical men. Many times this is a mere supposition, and, if true, we must remember that to be practical, and nothing else, is the definition of a machine.

To educate is to change; otherwise it were useless. Success in life depends upon mental training, upon those studies which form character and lead the student to a knowledge of his own strength. No acquaintance with mathematics can make a successful business man, if the judgment is defective, or the mind unable to grasp the varying risks of trade. More than this, "it is a blunder founded on meanness, vulgarity, and a total misconception of man's real dignity, to suppose that a future merchant needs only such mental training as will enable him to cast up accounts correctly, read a newspaper with ease, and write a business letter without committing gross errors."

We have the testimony of experts that the classics give by far the best mental training. In Germany it is found that boys of the classical

school excel boys of the corresponding forms or grade, even in those studies recited together. A writer of high authority states that even business men in that country prefer for clerks those trained in the classics. At Ann Arbor, in our own country, two courses of study were organized seventeen years ago. The results of that experiment are thus summed up:—

“1. The number of students in the scientific course has generally remained considerably less than in the classical.

“2. Nearly every year students have left the scientific course, gone back and begun the study of Latin and Greek.

“3. The classical graduates have been much more fortunate in obtaining responsible and lucrative positions.”

Let a business man inquire into the daily practical value of his former school studies, and he finds a few of the simplest mathematical rules meet all his wants. He may have no occasion to use an algebraical equation during his lifetime. Much of geography, history, and scientific fact fades from his mind for want of use. But there is not a day or an hour in which he does not want to express an idea, and may reap the advantages of classical training. Allied as the proper study of Latin is with the derivation of words, with ancient history and civilization, so closely connected with the sciences that scarcely one can be properly understood without its aid, its value as an educational instrument must be accorded, and no subordinate place claimed for it. For these reasons the course of study has not been remodelled.

*Discipline.*—If progress is expected in Public Schools, there must be effective discipline. To secure it, laws and regulations must be devised and executed. Made for the highest good of the pupil, neither harsh nor partial, but kind, considerate, constant and firm, they must be heeded by each and every scholar. No parent has a right to demand exemption for his child, but must respect the welfare of others. The first lesson he should impress upon the mind of his boy is obedience to the lawful authority of the teacher.

That, and not the parent's, is the governing power of the school-room. It has sole control of the scholar as a member of the school, and, according to a recent decision, even extends beyond the building and grounds. Said the judge on that occasion, “The relation between the teacher and scholar is a peculiar one. It partakes, while the pupil is in school, of a parental character, and is absolute and without appeal from any quarter, when exercised within its proper limits. Such also is the power of the parent. His authority is absolute at home, on the same conditions.”

It follows, therefore, that teachers have full power to secure obedience, and the right to inflict such punishment as the welfare of their



school demands. It does not leave forty-nine well-disposed and studious pupils to the mercy of a fiftieth unruly member. It does not permit an injudicious father to set aside school rules and control a teacher by his individual dictation. It is, in fact, an arbitrary power, vested in the teacher for the government of those intrusted to her, and limited only by humanity and justice.

*School Committee.*—CHAS. H. ISBURGH, NELSON COCHRANE, W. H. ALLEN.

### NATICK.

The district system, under which till now we have been living, has been a serious obstacle in the way of improvement. The school committee have had no agency in the selection of teachers. The prudential committees, who selected and contracted with the teachers, have been chosen without any special reference to their literary qualifications. If the maxium be true, as,—other things being equal,—we believe it is, that “as is the teacher, so is the school,” then the responsibility of having poor schools heretofore must rest upon others than the school committee, since, up to the present time the teachers have not, except in a very few instances, been selected or contracted with by them.

Moreover, under the district system, the teachers were not only selected by others than the school committee, but each teacher was engaged for a particular school. A teacher will often succeed in one school who would fail in another. Two teachers may both fail of success, who, if they could exchange schools with each other, might both do a good work. With the same corps of teachers, if the committee had had the assignment of them to the schools according to their views of their adaptation to them, we should have felt that the chance of having successful schools would be greatly improved.

Another great evil which impairs the prosperity and usefulness of our schools is absenteeism and inconstancy of attendance of many children. Of the 1,350 children between five and fifteen years of age in the town, two hundred or more have not been members of the schools the past year; and of those who have been members of the schools, about two hundred more, on the average, have been constantly absent. Every one must see that this is a great evil. Scholars often attend one term and are absent the next, and when they return to the school they are found, of course, quite unqualified to join the classes they left; and in proportion to the number of such cases will the classification of the schools be made difficult and unsatisfactory.

Kindred to these is the evil which has become a serious one, of a great many parents requesting to have their children dismissed before

the school session is ended, or the lessons are all got and recited. These evils must be remedied by a more rigid enforcement of the by-laws respecting truancy and absenteeism, and by requiring the presence of the scholars during the whole of the sessions of the schools.

*For the School Committee.*—HORATIO ALGER.

## NEWTON.

For the past few years the town has been lavish in many expenditures on behalf of the schools. A series of buildings has been erected throughout the town, which, at least for size, are hardly equalled elsewhere; the appliances and means of education have been multiplied; and in the direction of these efforts, no pains have been spared on behalf of our youth.

The subject of the best mode of educating the young must always occupy the best thoughts of an intelligent community. We are never content with such an education for our children as we ourselves have received, and we spare no pains to give the best facilities for improvement to those whom we love most, and who we wish should shun the errors into which we have fallen. Our very anxiety to provide the best things for them may tend to an injudicious accumulation of the means of knowledge; or parents, where every means are provided, may become less careful of the mental growth of their children, and cease personal effort and personal watchfulness in proportion as good teachers, fine school-houses, and improved books are multiplied. As improvements in these auxiliaries of education are constantly introduced, it may be well to remember that they can never take the place of a proper school system, and of constant fidelity on the part of the parent and teacher in the matter of the child's mental growth.

The school system of Newton, as it now stands, is the result of that change in the Massachusetts school policy by which graded were substituted for district schools. If it has its excellences,—and if its excellences predominate over its defects, as an earnest examination will show that they do, this renders its defects less likely to be observed, and ought to make us more careful to guard against them. In our large cities the schools are graded with much greater exactness than they are or can be with us. The effort is to unify. To a large extent, the excessive gradation compels the scholars to assume a mental uniform. The exclusive attention of scholars of the same grade is directed to an exact line of study, and the result is great proficiency. The old district schools, on the contrary, were, as nearly as well could be, the opposites of this. In them all classes of minds, all grades of proficiency, and quite diverse courses of study came together. Schools

like ours in this town seek to reject the injurious tendencies of the former and the loose methods of the latter system, and to combine the excellences of both. We grade our schools that those pursuing the same studies may receive common instruction, the stimulus of co-operation, and the best facilities; but we do not intend to carry it to such a point that the method of education shall become like a mechanical process, and our children, like coin at the mint, the subjects of an unvarying impress. We propose the development of the mind by a course of regular, systematic, thorough study. Still, it is the development of the mind which we seek.

However correct our theory may be, it cannot produce the best results, unless the teacher in his place, and the parent in his, perform their parts and fulfil their duties in the best manner. How much is comprehended in what a teacher may be and do,—in what he may do; in the spirit and way in which he may perform his duties; in his insisting that a scholar shall understand the subject, as well as the formula of the book; in his pressing the child hard enough to draw out all his faculties, and yet not so hard so to impair his health, his youthfulness, or his vigor; not so hard as to secure present attainments at the expense of future promise, and yet hard enough to secure in time the best promises of the future,—in what he may be; if he has resisted the natural temptation to grow careless and monotonous in his work; if his mind is on the alert for new points suggested by the scholars, and he is ready to elucidate them, and bring them out clearly and sharply, well knowing that to solve a point suggested by the scholar is worth much more to him than presenting a point himself; if he is not content with present attainments, but seeks to do better and more every week and day; if his bearing and manner shall command respect, and his justice be such that the strong sense of justice in children shall recognize its impartiality. If these qualities combine, we have the model teacher.

*For the Committee.*—ROBERT R. BISHOP, *Secretary.*

### NORTH READING.

Hereafter there will be a class every year to take the place of those who leave; and when a regular course of studies comes to be prescribed, a good practical and business education can be acquired such as other High Schools and Academies furnish. Will not this be a blessing worth prizing for our many youth, and those which are to follow? Should we long look at the trifling tax to sustain such an institution, and say we cannot afford it? You were told last year that it took only forty-eight cents on a thousand dollars of the taxable

property to support the High School. We are not unmindful of the plea of those who live at a distance from its location, and especially of those who have no children to send, and much property to be taxed. It is very natural that they should judge it unnecessary. But they must remember that it is the crowning glory of our republican government and of our Common School system in particular, that the rich must educate the poor. We could not have a government by the people if they were not educated as they are in our Common Schools, and we could not have these without this system of taxation to support them. From the law of love to mankind in general, and the good of the young in particular, we should be thankful for this opportunity to contribute to the happiness and improvement of society. We ourselves are not losers, but gainers by such a system. Property all over town is more valuable where there are good schools and churches. Every man knows this and he never fails to speak of it when he offers his house or farm for sale. If he is benefited by these institutions as he may be greatly in a money point of view, though he has no children to educate, it is but just and fair that he help support them. The law is therefore right in saying that the property shall educate the people; for what is the property good for if the people sink into ignorance and barbarism?

*Superintending School Committee.*—GEORGE H. PARKER, ELIAS CHAPMAN.

### SHERBORN.

*The Bible in our Schools.*—By the recent action of the School Board of Cincinnati, in excluding the Bible from the schools, the whole question concerning the use of the Bible in these institutions has been brought prominently before the public. Your committee have no sympathy with those who have been the chief movers in this matter, because we believe that their opposition to the use of the Bible is inspired by a spirit of hostility to the whole system of Public Schools. The question has doubtless been brought forward with the secret hope that it might lead to the overthrow of this system.

If such be the plan of those who have started the movement, it is destined to fail; still, some ideas have been thrown out in the discussion of the subject which seem important, and which, if adopted, would, we think, be advantageous to all. For instance, it is said, that "Selections might be made from the sacred volume to which Catholic and Protestant, Jew and Christian, believer and unbeliever, might all agree." If a small volume of such selections could be made by some competent authority, it would obviate the objections of those who claim that we have no right to enforce the reading of the Bible

by those who are conscientiously opposed to it. At the same time, the selection might be made from the simpler portions of the Scriptures, which would be the most readily comprehended by the children of our schools. Your committee believe that, if this could be done, it would really contribute to an increased reverence for the teachings of pure religion, and create a deeper interest in the Scriptures, than is possible under the present plan. We suspect that much of the Bible-reading in our schools is done with little understanding of its true meaning. We feel sure that, if a wise selection of passages should be made, and generally used in our schools, instead of reading the common version in course, as is usually done, the results would be highly satisfactory to all friends of popular education and pure religion.

Nothing has occurred among us to call for these remarks; but the question now under discussion is one of such vast importance to the interests of our schools, that we have deemed it proper to give it a passing word. It is our earnest hope that the agitation of the subject will lead to new and better methods than have hitherto prevailed.

*School Committee.*—WILLIAM BROWN, ALBERT H. BLANCHARD.

### SOMERVILLE.

The character of a school depends not merely upon the extent of the teacher's knowledge, and his skill and enthusiasm in imparting it, but mainly upon what he is.

Personal character carries with it weight; and hence, moral force, broad culture, and refinement of tone and thought, are among the most essential elements in one who devotes himself to this most noble and holy calling. The fountain must not only be full, but its waters should be pure. How important therefore that teachers should strive to make their lives pure, their example worthy of imitation, and their characters such as to inspire the trust, the respect and the love of their pupils!

*Normal Schools.*—To those who design to become teachers, and who desire to secure a high rank in their profession, we would commend the superior advantages arising from a course of study in our State Normal and Training Schools.

We cannot appreciate or commend too highly the advantages of the course of study pursued in our High School. But our pupils necessarily graduate just at the time when by mental discipline, they are prepared to pursue study to the best advantage, and at an age when mere passive receiving ceases, and the real work of self-culture and world-knowledge begins.

A thorough understanding of science, and a lively appreciation of books and their uses, demand a mature age, and minds which previous mental discipline has prepared therefor.

Normal Schools afford an excellent opportunity to continue the education which the High School so admirably commences but necessarily leaves incomplete. They aim to give to their pupils a wider experience in thinking and observation, and to teach them how to use the book lore laid up in the store-houses of the mind, and how to communicate their knowledge in the happiest manner to others.

What before had been dimly perceived is enlightened, and what had faded from the memory, is brought forth with new power and meaning. They secure a fuller development of mind, a wider scope of experience and a deeper comprehension of the magnitude of the teacher's work.

Many of the exercises of these schools, are especially directed to cultivating a taste for teaching and developing, not only the mental, but also the moral qualifications requisite in a good teacher. They aim not merely to instruct in all useful knowledge, but by a practical application of all their teachings, and by the training exercises which form a part of their discipline to give that peculiar direction to the mental and moral forces which must be brought into the teacher's vocation.

Should the discipline of the schools fail to accomplish these results in their pupils, then by timely advice they prevent many young persons from engaging in a pursuit which would be mere drudgery to them.

While we do not claim that Normal Schools make perfect teachers, or that no teacher can obtain the highest position without them, we still think they go far towards accomplishing their purpose. They inspire their pupils with a sentiment of the sacredness of the teacher's vocation, and call forth an enthusiasm which no general course of study could arouse.

*Superintendent of Schools.*—J. H. DAVIS.

*High School.*—We may refer here with a just pride to the spirit which actuates the graduates of this excellent school, in creating and maintaining a lively interest among the youth of the town, in literature and science. During the past two years, the High School association, composed of the past members and graduates, have formed classes in the languages and natural science, for the purpose of pursuing still further the study of these branches of education. Courses of lectures, and musical concerts have been instituted under their patronage which the citizens of the town have been invited to attend, free of expense. We have yet to learn, that this has been done in any other town in

the Commonwealth. Similar associations have been formed, in other places, but their ambition seems to have been satisfied with an annual supper, and a dance, or they have foundered on the rocks of private feud or dissension. As long as the graduates of this school show such a praiseworthy spirit of mutual improvement, and a desire to promote public morality and intelligence, we feel confident that their efforts will meet earnest encouragement from all wise citizens. At the same time, the fact of the existence and prosperity of such an association reflects great credit upon the High School, and gives stronger evidence than any assertions of the school board could do, of the wise management and elevating influences of this school.

*Chairman.*—JOHN P. MARSHALL.

### STONEHAM.

*Evening School.*—At a legal meeting of the town, held in November, a vote was passed instructing the school committee to open an Evening School for adults, and for those over fifteen years of age, whose occupations prevented their attendance upon the day schools. Although no appropriation had been made to meet such an expense, the committee, after advising with the friends of the project, deemed it their duty to carry out the vote and instructions of the people.

The school was placed under the charge of the master of the High School, Mr. Lorin L. Dame; and, assisted by Messrs. Fowler and Robertson, he has endeavored faithfully to realize to the pupils the benefits the town had so generously designed. The average attendance has exceeded fifty pupils; and very many of them were evidently in earnest to reap the benefits of the advantages offered them.

The sum of three hundred dollars per year will be adequate to the support of such a school. The question of making this Evening School a permanent institution remains for your consideration.

*School Committee.*—GEO. W. DYKE, W. B. STEVENS, HENRY B. WOOD.

### STOW.

On entering the duties of their office, the committee had their attention directed to an inequality existing among the several districts, which called for correction. It was found that while some schools were kept open eight months or more, others were in operation only six, thus affording the favored districts about one-third more schooling than the rest. It was difficult to see why a child living across an invisible and arbitrary line, should thus enjoy privileges denied to others. The schools are created by the town and not by the districts,

and are supported by a tax upon the property of all the citizens, according to a just and equal valuation. The benefits of the Public Schools should therefore be shared equally by the children of the town, so far as the nature of the case will admit. Instead, therefore, of dividing the school money as had heretofore been done, by giving to certain districts a larger amount of money than to the rest, the committee voted to continue the schools the same length of time, thereby affording all the children of the town equal educational opportunities. In accordance with this arrangement, the schools have been kept open an aggregate of fifty-five months, which is an excess of eight months over any previous year. It will evidently require a larger appropriation to carry this system into effect than it did the old one; yet so manifest are its benefits, that the committee are confident that the town will cheerfully vote the sum necessary for its continued and efficient operation.

By dividing the school year into three terms, the younger children, instead of being kept at home six months in the year, can attend school the spring and fall terms, while the winter term can be devoted to the especial benefit of the older pupils who are able to attend school no other season of the year.

*School Committee.*—THEODORE COOKE, AUGUSTINE CALDWELL, HENRY FOWLER, N. ABBOT NEWHALL, CHARLES HOUGHTON, PRESCOTT REED, SILAS N. CLARK, CHARLES MAYNARD, AUGUSTUS RICE.

### WAKEFIELD.

Our best schools are apparently the least governed. In other words, the children of those schools have the least knowledge that they are governed. Their obedience is so cheerful that they do not feel any irksome restraint, and they do not rebel against the authority that is exercised over them. Our least successful schools are the most governed. A continual parade of government is manifested, and a constant rebellion against it is excited in return. Teachers, in taking charge of new and unruly schools, find it necessary, sometimes, to compel obedience; but it should not be necessary long to continue the compulsion.

That there are children so inherently vicious as to deserve severe discipline, may be true. Let it be administered, when sparing justice feeds iniquity. But iron, to be moulded, must be softened. Refractory pupils, to be reformed, must be persuaded as well as punished; and they must see that their punishment is just, or they will continue to rebel, and their last state will be worse than the first.

*English Grammar and Composition.*—These branches of study belong together. In fact, the one includes the other. "English gram-



mar, as it has commonly been explained," says Rev. H. W. Beecher, "is the most abstract absurdity that ever was taught." If we may believe the books, it teaches to speak and write the English language correctly; yet there are thousands of persons who understand and can apply all the rules of grammar, that "murder the King's English" in speaking and writing it. Nothing is more common among tolerably well-educated persons, than ungrammatical and clumsy speech. The reason is that they were so closely confined to the text-books of grammar, to rules and exceptions to rules, to the parsing of disconnected sentences, that they did not see and comprehend the force and beauty of well-chosen language. There is music in the words of a finished speaker or writer, not inferior to the melody of song. To such words the pupil's attention should be directed, and to such words the commonest, simplest, yet most important principles should be applied.

Without a knowledge of the rules of grammar, a person may be accurate, and even skilful in the use of words. One who has been for many years a leading editor in Massachusetts, knows nothing of the rules of grammar. Yet it is well to understand them, but most unreasonable for children to spend a fourth or a sixth part of their time in school, for years, in learning to parse. English grammar, properly taught, is a most fascinating study, and a competent teacher, with a blackboard, and selections from a few of the best authors, aided by a few simple and easily comprehended rules, ought to teach more in one year, than has been taught by the common method in six years.

*Evening School.*—It is evident that Evening School instruction is to constitute an important part of our educational system. There are many persons in cities and large manufacturing towns, who have not received any scholastic education, and are eager to learn to read and spell, and write and cipher. Confined to labor during the day, the Evening School is their only opportunity. Horace Mann ascertained, upon careful inquiry, that operatives who could sign their names to weekly receipts earned on an average one-third more than those who could only make their mark. This fact shows that education aids muscle, and strengthens the hand as well as the mind.

The Evening School was conducted by Messrs. M. J. Hill and A. F. Sweetser, and Miss Abbie Nye, and was mainly a success, though of shorter duration than that of last year. The whole number of pupils was seventy-four, forty of whom were between the ages of twelve and fifteen! For the first twenty evenings the attendance was large, although more than half the nights were stormy, and the walking was bad. The order and progress of the pupils were good; but, when the school was well started, most of the large girls and some of the larger young men left, on account of the sneers and reproaches of

the small boys, who ridiculed them for their ignorance. It is clear to your committee that the legislative Act of 1869, which permits the attendance of children under fifteen years, was an error, and must prove detrimental to Evening Schools in towns where the number of scholars is not large enough to form separate schools. The older pupils, young women and young men, will not be willing to associate with small and mischievous boys. Besides, children under fifteen should be sent to the day schools, which are ever open to them.

*Compulsory Education.*—Truancy, and habitual absence of many children from school, suggest an inquiry relating to the propriety of compulsory education. "The first object of a free people," said Daniel Webster, "is the preservation of their liberty." All will admit that education is necessary to the success and permanency of a free government; and if parents and guardians, through ignorance, or prejudice, or false ideas of right and duty, neglect to secure it for those entrusted to their care, should not authority compel compliance with the government's necessities, when the compulsion is only a just act? It is a common and wise sentiment, that a free government is bound to provide the means of education for all its citizens. There must, then, be a corresponding obligation resting upon the citizens; and if a citizen may demand education of the government, may not the government require that its offered privileges shall be accepted?

Every intelligent person knows that a parent is bound to feed and clothe his child. Is the mind less important than the body? And is the obligation to supply the mind's nutriment less than the duty to provide clothing and sustenance for the corporal nature? To these questions there can be but one answer; and as the security and peace, and prosperity and happiness of the state and of the individual, depend mainly upon education, the means of acquiring it should be provided and received.

The rising generation must be educated, or maintained in pauper-houses and prisons. True, compulsory education does not, at first thought, seem to comport with the genius of free institutions; yet, as only a proper and just education can preserve them, with all their glorious privileges, none but the soundest reasons should prevail against it.

*School Committee.*—P. H. SWEETSER, *Chairman*; C. W. EATON, *Secretary and Treasurer*; JAMES O. BOSWELL, CHARLES JORDAN, J. W. CHICKERING.

## WALTHAM.

It is hardly necessary to more than briefly allude to the advantages derived from the introduction of music. The money the town pays

for good instruction in this study we think well applied. To say nothing of the enjoyment which the teacher and scholar derive from it in the school-room, it is in itself a most useful accomplishment; it adds a charm to social intercourse in the family circle as well as the crowded assembly, and is as suitable for the humblest cottage as the proudest mansion. After this branch has been universally introduced into the schools of New England and sufficient time has elapsed to diffuse its influence from the school-room into other places, who can tell but that even the choirs of our country churches may feel that influence, and the "heavenly lays" of our devotional books be no longer marred by that nasal twang, which seemed to many of us in our childhood their necessarily preordained accompaniment.

*School Committee.*—CHARLES A. WELCH, *Chairman*; EMORY W. LANE, *Secretary*; BENJ. WELLINGTON, J. W. WILLIS, R. S. WARREN, GEO. HASTINGS.

### WATERTOWN.

The committee earnestly desire the formation of a Teachers' Class, in the High School,—a kind of substitute for the State Normal School. It is a well-known fact that it is, at present, very difficult in many places for any person, though a High School graduate, to obtain a position as teacher without first attending the State Normal School. This condition of things may be obviated to a considerable extent by enabling our graduates to say that they have completed a Normal course in our High School. In this town the case is modified somewhat. Many of our teachers, we may safely say many of our most successful Primary and Intermediate teachers, have been among our own graduates. They had not the means, or time, to take an additional course at the State Normal School. Notwithstanding this, we have felt a desire to encourage our own graduates by employing them, this working as an inducement to complete our course of study. But these teachers have, for a time, necessarily labored under disadvantages which would have been avoided almost entirely by the formation of a Teachers' Class. The design of the Teachers' Class is not to run all our teachers into the same scholastic mould, but to give them some general instructions, upon the same principle as a good mechanic gives general directions to his apprentice. When this class is formed, the other parts of our work meanwhile suffering no neglect, then the grand design of a High School will be fully realized; which design is to unite the finest culture with the greatest possible amount of knowledge for individuals in reference to their different avocations in life. This, it is apparent, can never be done by putting all scholars upon

that course of study which merely fits for college. But all this variety of work cannot, it is manifest, be attended to without the addition of a second assistant, as both the principal and the first assistant are employed to the extent of their time with the present classification.

We are continually embarrassed because our teachers' salaries are not equal to those in adjoining towns. During the past two or three years we have lost no less than seven teachers, and have been put to the trouble and expense of replacing them, on the simple question of salary. These instances would have been more in number were it not for the fact that several of our teachers are residents of the town.

Let not our citizens, then, think of reducing, nay, let them rather resolve upon increasing, the salaries of our teachers. Two thousand years ago, Marcus Aurelius thanked the gods that he had good instructors in his youth. For all such things his principle was, that "men should spend liberally." Let not New England be behind any citizen of the old pagan world in matters of education. It will in the end prove the most expensive economy, if we seek to put educated labor on to the same level in point of remuneration with uneducated. It is a reproach to any people that the instructor of a rich man's son is kept in some instances on less salary than that paid (board included) to the one who grooms his horse. It is decidedly ridiculous that the President of Harvard College receives a salary of three thousand dollars a year, while the chief cook at the Parker House receives four thousand.

It is a providential wonder that our best and most efficient teachers do not speedily seek employment elsewhere. Let us not work farther public depression on the question, we were about to say, of morals as well as education, by exercising a parsimonious spirit, in remunerating the services of worthy and competent teachers. Say what we may, it is the good teacher that makes the good school.

Education cannot be complete if the moral faculties are not developed. The Prussians have a maxim that "whatever you would have appear in a nation's life, you must put into the Public School."

European nations, who have borrowed from us the Common School system, have, in certain respects, gone in advance of us, by showing that "the idea of educating a moral being, while wholly ignoring and excluding moral influences, is preposterous."

But the morality of civilized nations is not based upon Confucius, Zoroaster, Buddha, or Church Councils, but upon the Bible. Says Chief Justice Shaw: "The Public School system was intended to provide a system of moral training. Hence the removal of the Bible

gives us an incomplete basis of education, and defeats the intention of the Public School system."

We go a step further. These principles of our government are embodied in no other sacred writing except in the Bible. A plea, therefore, to remove the Bible from our Public Schools is not a blow against the Bible merely, but a blow against the safety of the State, and should arouse every citizen who loves the country to the vital exigencies and contingencies of the question. When the President, and every high officer in the nation and State swear their official oath of allegiance to the national or State constitution, they recognize the Bible, not as a sectarian book, but as a national book, upon which, as upon a rock, rest our national supremacy and our national safety. We generalize still further. Upon whatever portion of the earth the eye falls it discovers high civilization, general intelligence, and national prosperity just in proportion to the prevalence of biblical truth. Said one, who was far from being a sectarian,\* "You can trace the path of the Bible across the world from the day of Pentecost to this day. As a river springs up in the heart of a sandy continent, having its father in the skies; as the stream rolls on, making, in that arid waste, a belt of verdure wherever it turns its way; creating palm groves and fertile plains, where the smoke of the cottage curls up at eventide, and marble cities send the gleam of their splendor far into the sky;—such has been the course of the Bible on earth. There is not a boy on all the hills of New England; not a girl born in the filthiest cellar which disgraces a capital in Europe, and cries to God against the barbarism of modern civilization; not a boy nor a girl all Christendom through, but their lot is made better by that great book."

*Chairman School Committee.*—L. T. TOWNSEND.

### WESTFORD.

Until 1866 the town had voted, year by year, fourteen hundred dollars for the support of Common Schools. It was then increased from fourteen to sixteen hundred dollars. In 1868 there was a still further increase of nine hundred dollars, making twenty-five hundred dollars (\$2,500) granted by the town for the last two years, and which has just been voted for the year to come.

This not only gives us a better name, and higher rank among our neighbors, and in educational records, but we see its practical workings and beneficial results in our own community. Our schools are now kept three terms in a year, instead of two; so that instead of an average of five and a quarter months, as we for a time were obliged

\* Theodore Parker.

to report (thus failing to meet the requirements of the laws of the State), we, this year, are able to record an average of seven months eighteen and three-twentieths days to each school.

By this generous appropriation we are also able to increase the wages of our teachers, thus offering greater inducements than formerly, for valuable workers to be obtained and retained.

We have also been gratified to see and learn that the parents, guardians and friends of the pupils have oftener looked in upon them at their work, and showed a degree of interest unparalleled in any previous year. When we make our school auxiliary to our homes,—when we often extend the cordial hand of sympathy and friendship to the teachers, as fellow-workers with ourselves; and teach our children to be loving, truthful, obedient, to them as to us, we shall then avoid unkind criticisms, overlook much that is now considered almost unpardonable, and help to bring the cause of education to such a standard as we most earnestly desire. Let us all, scholars, teachers, committee, friends, strive to make the coming year more fruitful in good results than any which have preceded it.

*School Committee.*—LEONARD LUCE, *Chairman*; GEORGE H. YOUNG, GEORGE F. SNOW, *Secretaries*.

## WESTON.

It has been a question of serious consideration with the committee to know, how the instruction of our High School can be so conducted as to best subserve the wants of our citizens. Many believe in that course of study which is calculated to meet the wants of quite a large class of boys, who from the circumstances of their parents are unable to enter the University, and intend only to pursue some branch of mercantile or mechanical employment. It is said, and with much truth we think, that the ideas and appliances of our educational system should be directed to the actual wants of the scholar with reference to his intended pursuit in life. And while we are not unmindful that a thorough education may be valuable in any department of industry, yet we are well aware that very many among us have only a limited period in which they can remain in school, and during that period we wish them to secure that which will benefit them most in the practical business in which they may engage. We know how difficult it is to meet the wants and wishes of all in a single school. Let us have patience and perseverance, and we are sure there will be an approximation toward the end desired.

We love the High School; and what has been said in another case is true also in this,—that in spite of all its defects and shortcomings,

it is the crown of our system of public instruction. A cloud of witnesses attests its work. What it has already achieved for the character of this community cannot be measured merely by the lives of useful men and women, its graduates. It has drawn to its own plane all our lower schools. It has been worth to our town far more than its cost. From its ranks have come forth many of our most trusty and efficient teachers, and its pupils, wherever dispersed, have confirmed the value of its discipline.

Let it still be cherished by our citizens, that it may ever be an honor to our town, and a blessing to generations yet to come; and let us have from you, fellow citizens, such suggestions and improvements in the management of the school as your thoughtful wisdom can suggest.

*School Committee.*—EDWIN HOBBS, ISAAC E. COBURN, REUBEN WILLIS.

### WILMINGTON.

No one can have an official connection with the schools in any place, or study their character and influence for any length of time, without being more and more impressed with their importance, more and more drawn out in his feelings toward them. It is indeed an affecting experience, more so than words can describe, to watch over them from year to year, go in and look into the faces of the scholars, study the development of their minds and moral natures, and follow the successive classes and ages from one stage to another in their course, till they leave the school and enter on the active duties of life. Here they are during the most impressible period of their whole lives. Here they are fitting themselves for future happiness and usefulness, or the opposite. Who can be aware of all this, and not feel as if he wanted to do the utmost possible for these youth? How can he help coming to regard them with a strong affection? How can he fail to be exceedingly anxious to say such things in their presence, and seek to have exerted over them, both in school and out, such influences, as shall do them the greatest possible good? If there are any who have not a deep concern for the welfare of our schools, we advise them to visit the schools, and consider, as they look upon the scene before them, what is there going on, and reflect how surely the minds and hearts of the children there gathered are being trained for a momentous future responsibility.

It is a matter for gratitude that our schools are surrounded by such propitious influences, and are doing so much for the best interests of the youth gathered in them. Surely, no one can be willing that the restraints exerted upon them, and the anxiety felt for them, and the means of moral improvement now enjoyed by them, should be at all

impaired or diminished. How cheering the thought that now a word of heartfelt exhortation can be freely spoken, a prayer be offered, motives to sincere piety be urged, and the Bible, the foundation of the only sound morality, the great safeguard to our free republic, can be read, and its precepts inculcated, with none to molest, or make afraid! And all this not in the least as a sectarian matter, not as diverting the attention of the scholars from their studies, or causing any hindrance, but rather as enforcing and aiding the true and complete development of the whole mind, and of all the faculties.

The fact has often been impressed upon us, in view of the actual work demanded of the superintending school committee, that some better provision ought to be made for doing that work. No one who has some other profession on his hands can really do all that ought to be done. He cannot spend the necessary time to fit himself for this work. The superintendence of the schools ought to be as much a profession as anything else. One needs to be familiar with the best methods of teaching, so as to be prepared to advise teachers. He needs to know, from actual examination, without depending on the representations of interested book agents, the merits of the different text-books. As a writer in the "Massachusetts Teacher" justly observes: "Even admitting that the person or persons appointed to fill the office of school committee are the best qualified of the intelligent citizens of the town or city, are there not many things which tend to render, and commonly do render them incompetent to judge of just what the school should be and should do? Let them, if you please, be the clergyman, the lawyer, and the doctor of the place. These gentlemen, in attending to their official duties, will be able to give to the schools only those remnants of time which they can secure from their professional occupations. They will, therefore, be generally unable to spend any extended length of time even with those teachers who need their guidance and suggestions the most. \* \* \* They will be liable to do their work in an indifferent, prejudiced, or slipshod manner; and this is not because they mean to be unserviceable, but because their minds are necessarily directed in other channels." Now, we submit, our schools deserve something better than this. What business interest, what railroad company would prosper, to be superintended in this way? There should be a superintendent of schools appointed, who can fit himself thoroughly for that work, and give his whole time to it. He should make a profession of it, and consequently be supported by it. This is done in some of the cities and large places. But it ought to be done throughout the Commonwealth. Two or three or more towns, as sparsely populated as ours, might be formed into one district, and a superintendent be appointed



to give his whole time to the schools in them. He could thus be prepared to originate and carry out a variety of suitable and really popular measures for benefiting the schools and the teachers under his charge, and enlisting more fully the interest of the towns themselves in their own schools.

*School Committee.*—SAM'L H. TOLMAN, SYLVESTER CARTER, Jr., WILLIAM H. CARTER.

### WINCHESTER.

While our children pass nearly one-half of their waking hours in these school-rooms, it will gain the assent probably of parents, that these rooms should be rendered as comfortable and attractive as possible. The school-room is a home for children during several years, years of culture and development, which gather with them cares, anxieties, cautions, considerations of health, morality, propriety and taste, quite as important as those which belong to the domestic home. The same considerations which require mattings upon the floors of the one house, would seem to require them in the other. If the walls in the one house are studiously rendered instructive and genial to the eye and heart, why should they not be in the other? The bracket and vase of flowers are as useful and appropriate in this as in that sitting-room. The engraving which preserves what is precious in history, or biography, or gives sweet expression to influential facts in nature or art, is as appropriate in one dwelling as the other. Flowers in the sunny windows are as cheering and refreshing in the one house as the other. And, as we all know, the education both of mind and character comes unconsciously from our surroundings, with a force that no precepts, or lessons for recitation can augment or resist. Should not, therefore, these surroundings be studied as earnestly and as hopefully, in our school arrangements, as the parent does those of his own dwelling, and of his social relations, as the curriculum of school books, and theories of instruction in arithmetic, geography, and grammar? All the appointments of the school-room, and the tokens of culture in the approaches even to the school-houses, should excite the respect of the pupil. No check upon ungracious rudeness is so influential or effective as this. Parents can aid much in the attainment of the ends here indicated, by contributing, according to their means and their appreciation of the matter, pictures, statuettes, vases, and whatever appropriate ornaments may render the school-room attractive—animating to the pupil.

*School Committee.*—A. CHAPIN, J. C. JOHNSON, GEORGE COOK.

## WOBURN.

*Intermediate Schools.*—I am able to report a gradual but a constant improvement in this grade of schools during the past year. The progress made in reading and arithmetic deserves especial notice. The reading is less mechanical than heretofore. The pupil has been led to go beyond the words to the thoughts of which they are the vehicles. I am of the opinion that the careful defining of the most important words in the reading lesson from day to day has done much to produce this result, and that the mental habits thus acquired are of incalculable value to the pupil. This critical study of the meaning of words is invaluable as an introduction to the study of language. It also enables the pupil to comprehend more thoroughly the higher branches of study that are in store for him. I will venture to suggest one other advantage. Does not the habit of memorizing,—an evil which has prevailed in the schools so widely through all time,—result from this fact, that the pupil failing to comprehend the meanings of the words of the author, is utterly unable to substitute language of his own, and so is driven to the parrot-like repetition of meaningless jargon? And is not this necessity imposed upon him by no fault of his own, but by the unnatural and unphilosophical method of instruction to which he has been subjected? This rote-teaching is the bane of the school-room. Its natural products are parrots, not students.

*Grammar Schools.*—I very much doubt whether it is wise to devote so much time to geography, as is allotted to it in our course of study. It occupies an average of four recitations a week for five years. May it not, without detriment to the general interests of the schools, be completed in the second year of the Grammar School course, and the year thus saved be given to some other study? The root of the evil, in my judgment, is in the text-books on this subject. They are almost cyclopædias of geographical knowledge, and hence the time absorbed in the mastery of them is disproportionate to that which is allotted to other subjects of equal or even greater importance. I commend the subject to your consideration.

*High School.*—It is now three years since we ceased to keep a record of the scholarship and deportment of the pupils of this school. It was a system in favor of which our prejudices were strongly enlisted. But its effect upon the physical and moral health of the school was so marked that its abandonment was finally determined upon. After an experience of three years, we are convinced that the change was delayed too long.

The “half-day system,” which compels the attendance of the pupil but one-half of each day, provided he has faithfully performed his

duties, is not without its influence on the character, as it increases his self-reliance, and cultivates a feeling of responsibility. He is intrusted with his time from day to day, and his sense of honor forbids that he shall violate the trust. Another advantage of this system is its influence on the health of the pupil. During the time in which he is preparing his lessons, he escapes the necessary restraint of the school-room, an atmosphere more or less vitiated in spite of every attempt to keep it pure, the interruptions occasioned by recesses and other causes, and the inevitable distraction of the mind by the work that is going on around him. Still further, if a pupil is disposed to use his time judiciously, and is willing to spend a portion of his evenings with his books, he may devote a few hours of each day to manual labor, and thereby make himself useful to his parents, improve his physical condition, and prepare himself to perform the mental labor required of him with more relish and thoroughness. It is also an economical plan. The present High School-house was intended to accommodate ninety pupils. With this system it will accommodate just twice that number. Hence it is to-day saving an expenditure of from twenty to thirty thousand dollars in the erection of a new High School building.

At the present time the first and second English and College classes are in attendance in the morning, and the third and fourth English classes and the third College class in the afternoon.

*Evening School.*—This school began Nov. 1, 1869. There have been five sessions each week. Each session is two hours in length. Three sessions each week have been devoted to an adult class, and two sessions to a class of younger pupils of both sexes. Reading, spelling, writing and arithmetic are the branches generally pursued. A few have studied book-keeping. The whole number registered from Nov. 1, 1869, to Feb. 18, 1870, is one hundred and twenty. Of these, sixty-eight belong to the adult class, and fifty-two to the juvenile class. The average age of the adult class is about eighteen years. The oldest member is thirty-eight. The average age of the juvenile class is about fifteen years. The youngest is twelve. About one-third of the juvenile class are over twelve and under fifteen years of age. Being employed in manufacturing establishments, they are required by law to attend some day school eleven weeks at least during each year. To this class of children, I think that our Evening School offers greater facilities for improvement than our day schools. If this be so, then we have complied with the spirit, if not the letter, of the statute in the provision that we have made for their instruction.

*Superintendent of Schools.*—THOMAS EMERSON.

## NORFOLK COUNTY.

## BROOKLINE.

The question of the propriety of self-reporting in the schools is important, and the system is fraught with strong influences for good or evil, but there is much to be said on both sides. That it offers temptations to children is undoubtedly true, but is there any influence to which they are exposed, when out of their parents' sight, which may not offer temptation to evil? Temptation is not to be escaped in this world. On the other hand, our experience has led us to the conclusion that, with a large majority of the young, there are few stronger appeals we can make, than those to their honor and sense of right. Treat children as if you were sure they were all you would have them be, and ninety-nine out of a hundred will make the most strenuous efforts to show themselves worthy of your trust. This we assert with the confidence of experience. The most successfully disciplined schools we have ever seen, have been conducted on this principle. But of course there are exceptional children, to whom such an appeal is apparently vain, who will take advantage of your confidence to their own injury, and perhaps to the temporary demoralization of the school. Should the system be given up on this account? With a teacher who does not study the characters of his several pupils, who takes it for granted that all are true because a large majority are so, this system is a dangerous one; but with a proper study of character, and a promptness to discover and check those who are tempted; to assist and lead them back to a clearer sense of true honor which can only consist in truth, we incline to the opinion that the system will, in the long run, be productive of good, rather than of evil.

*Physical Education.*—In the "Atlantic Monthly" for January, February and March, 1869, appeared a series of articles, by one of Boston's most celebrated physicians, entitled "Consumption in America," the whole of which is interesting, and should be carefully read by all who have taken upon themselves the care of a family, or the charge of the young. To one portion we would call particular attention. It is headed "Is our system of education a promoter of consumption?" The writer says: "We believe the affirmative of this question to be true, at least as applied to the Northern and Western States. We have had too many bitter experiences of its influence to

have a shadow of doubt on this point in reference to New England.” \* \* \* \* \* “We pride ourselves, and justly so, on our system of Public School education. Without an intelligent, reading people, a democratic Commonwealth is the veriest farce possible. Education is the life-blood of our republic.” \* \* \* \* \* “Having the strongest love and respect for our system of education, we nevertheless assert that it is grossly imperfect in one particular. It wholly neglects the body in the desire to cram the memory and stimulate the intellect. Instead of looking to the full development of a youth, both body and mind, where does a school system make any provision for the proper manly and womanly physical development of the children? A vacation is occasionally given; but where is the proper physical training of the pupils? Nowhere. Surely nothing can be more absurd than this, but it is nevertheless true. What school committee-man thinks of a rounded, well-developed muscle, and vigorous frame of body as the precursor of ‘support and actual aid’ to a noble, well-balanced intellect?”

We wish we could quote the whole of this chapter on the errors and shortcomings of New England education, as regards its effects upon the health of the rising generation. It is all true, and the only point on which we would take issue with the distinguished writer, is the responsibility for this state of things, which he seems rather disposed to lay at the door of the “school committee-men” and their overweening pride in the system and its infallibility. Now in this we think the writer is mistaken. We think it is the people of New England who are at fault in this matter, and perhaps more particularly, with some exceptions, the teachers, as representatives of the literary or student class, where brought more closely in contact with the rising generation. We New Englanders have grown up in an intense and bigoted love for education, or more properly “book learning,” and a prejudiced feeling which sets all reasoning at defiance, that every hour, not given by a child to study, is wasted, or worse, and that “school committee-men” who encourage physical education, or spend the town’s money in paying for teaching gymnastic exercises, not only are wasting the money, but are taking from the teachers and children the valuable time which has always been devoted to improving their minds, and are, thereby, showing themselves unfit for their great trust. How often are we told that boys, and girls too, will always find time enough for play; that they do not want help in that direction; that all they want is strict school hours, and good, severe teachers who will keep them at their books, and see that they learn something valuable every day. This it must be acknowledged is the general tone of feeling in almost any New England community. As an abstract

proposition, the importance of physical education is pretty generally admitted. *Mens sana in corpore sano* is acknowledged to be a desideratum, a necessity, perhaps, but the practical application is another matter. We, at least, as a school committee, would clear ourselves of this responsibility. Year after year we have called attention to the importance of this subject, and we venture once again to urge it upon our fellow-citizens. It is not merely that physical education strengthens and beautifies the human frame and renders it a more fitting habitation for the mind cultivated and refined by education. It is not merely that the physically educated man or woman is better prepared to continue mental exertion through life, and to aim at something higher than mere school excellence, nor that the command which such a one has of the properly balanced, well-developed muscles, is of itself of infinite value all through life; but we will go so far as to say that half an hour a day, taken from the regular school studies and devoted to proper physical exercises, instead of being lost, will enable the pupils to devote so much more energy to their mental culture during the rest of the day, that they will learn as much or more than they would have done had they devoted all the time to study without exercise.

Influenced by these views the board have again made an arrangement with a regularly trained teacher of gymnastics for a temporary or experimental course of lessons at the High and Pierce Grammar Schools of twenty minutes a day, twice a week, and they would be glad if the parents of children in these schools would visit them at the hours devoted to the exercises, and see for themselves their character.

*For the Committee*—F. W. PRESCOTT, *Secretary*.

## CANTON.

*Discipline.*—The regulation of the committee which requires the several teachers to keep a record of the infliction of corporal punishment, for the inspection of the superintendent, has had a good effect. And it is a matter for congratulation that we can and do find teachers who can govern their schools without constantly resorting to the use of the rod and the ferule. To be sure it must be the last resort, the "*ultima ratio regum*," but the records of the schools during the past year have shown that discipline, wholesome and salutary, can be enforced with comparatively little resort thereto! Think of it, the little white hands which fathers and mothers affectionately kiss, blistered with blows! Think of it, a full grown man or woman coming down upon the powerless frame of an infant boyhood or girlhood

with stripes which the "society for the protection of animals" prosecutes in the courts when inflicted on brute beasts!

It is a pleasing commentary on the civilization, and refinement, and Christian culture of our families, whose children are gathered in the schools, as well as on the discretion and self-poise of our teachers, that no severe corporal punishment has been inflicted, nor has it seemed necessary.

*Superintendent.*—SAMUEL B. NOYES.

### DEDHAM.

Most of our teachers seem to understand the meaning of education ; caring more for the analytical powers, and the real growth of the mind, than for crowding it with the language of the books, to be displayed in recitation. This is the proper way, and it is better for the pupil to acquire system and accuracy in study, than to go over more space, cramming the mind with a greater chaos of facts, without these. It is not what the child learns, but what he knows how to use, that will be of service, either in scholarship, profession or business. Training rather than crowding the mind, is what is wanted. Our Public Schools are charged with this important initiatory work. And we would like to have the town observe what they are doing in this respect. They take the children at the earliest school age, and carry them through a systematic course of mental training, from the alphabet to the graduating exercises of the High School, leaving them well taught in the rudimentary principles of practical knowledge.

We are suffering every year by the loss of our best teachers, who are tempted away by the better salaries offered in other places. When we know we have a good teacher, we have no means of retaining his or her services, by a slight increase of pay. Nor can we command the services of well-trained teachers, for the sums we offer. We are obliged to take inexperienced persons, give them that training, and then see them go where talent and experience are better appreciated. This is our actual position. And in the language of the governor of the State, in his recent message to the legislature, we say : "Our instructors must be more liberally paid, so that they may feel more encouragement to prepare themselves for the duties of their profession. Let them understand that their efforts to become successful teachers are fully appreciated and compensated by the community, and then there will be no further complaint of inefficiency on their part." It is said we can get applicants enough for teachers' situations for what we now pay. This is true ; but there is a difference between inexperienced applicants and well-trained, successful teachers. The

valuable teachers who remain with us from year to year, do so because their homes are here, and they are held by local associations. But they are literally working for their board and clothes, saving nothing for future sickness, or with which to gratify literary and artistic tastes, or even to purchase the necessary works to fit them for the best performance of their duties. Our schools will not reach the highest point of efficiency under such a policy. The education of the young is too important to be thus treated. It is the greatest interest of the town. It is not only the conservator of the present, but the progressive power of the future. The quality of mechanical and skilled labor, and even agricultural success, depend upon the quickened, cultivated faculties of the mind. It is brain that leads and commands the situation in every department of industry and occupation. These are facts. And on this very ground the English government is about to establish public Common Schools throughout the realm. The nation is falling behind in inventive and skilled workmanship. Massachusetts has been liberal to her schools and colleges, and her returns come back not only in her scholars and professional men, but in her inventions, her improved machinery, and the annual production of her industries, amounting to the sum of \$500,000,000 per annum. Knowledge is power. It is also wealth and conscious strength. Every dollar spent in the education of the youth of the town, is an investment which will yield surer returns than stock and securities. Twenty per cent. increase of teachers' salaries would not be a gratuity to them, nor so much money thrown away by the town.

*Chairman.*—GEORGE HILL.

## MILTON.

None of our schools demand so much of teachers as the Primaries. The responsibility resting upon these is very great: judgment, care and patience, the invention of means to keep little children interested in some exercise that shall be useful to them, with ready tact to excite and rightly direct early thought,—all are required.

To be a well-qualified and successful teacher is a very high and efficient attainment. Not literary qualifications merely are necessary, but an interest in the work, the ability to govern and secure the love of the school.

Our Primary Schools we cannot watch over too closely, or regard with too much interest; for it is in them that the foundation is laid for the whole superstructure of subsequent education; it is in them that habits are formed for good or evil which it may be out of the power of future training to eradicate. Of what exceeding importance,



then, that the business of education begun in these schools should be begun right!

*For the Committee.*—SAMUEL BABCOCK.

### QUINCY.

We beg leave to make mention of a great, and we fear, growing evil, in our midst; and that is, the removal of your children from school at too early an age, before they have completed the prescribed course, and in many instances before that course is half completed. This is more frequently the case with boys than girls. This, in connection with repeated absences, is decidedly wrong. At least, it should never be permitted, except under circumstances of the greatest necessity. To remove your sons from school at the age of ten, twelve, or even fourteen years, to engage in the active pursuits of life, is one of the greatest injuries you can inflict upon them. Their habits are not yet formed. Remember that while they are yet children, they will be educated somewhere and somehow; if not in the school-room, then in the public streets. The one fits them for honorable manhood; the other tends to make them indifferent, if not decidedly bad citizens.

In conclusion, we would urge upon our citizens a yet more earnest personal attention to the cause of Common Schools. Be not content with cheerfully voting the appropriations needful for their maintenance and support, and then leaving the responsibility with teachers and committee. You have an individual duty to perform, other than those herein before suggested. Give to your schools a rigid personal inspection, and you will find that as your interest increases, that of your children will grow correspondingly stronger and deeper, and your schools will move steadily onward and upward, with a fairer and nobler record.

*School Committee.*—E. GRANVILLE PRATT, *Chairman*; HENRY BARKER, *Secretary*; WILLIAM B. DUGGAN, NOAH CUMMINGS, ASA WELLINGTON.

### RANDOLPH.

Meetings of teachers have been held, though under somewhat unfavorable auspices. Objection is made to the expense by those who too closely scrutinize all school expenditure and appear to desire to "get all we can" for the least amount of money; also by teachers, who, we are sorry to say, appear to be governed by the same motive, that is, to get as much money as possible for the least amount of labor.

It is only a few years since the smallest outlay for blackboards was believed by some to be an unnecessary expense, and an unwise innovation. And we meet the same opinion to-day in reference to the sum of twenty dollars paid for crayons to be used upon,—nearly three thousand square feet of slate surface in the twenty-five school-rooms. But while we acknowledge all deference to economy, we believe it to be much wiser to buy, and much easier to use crayons, than rawhides, and a better policy (if no higher motive), to employ teachers who can keep their pupils so busy at work with the former, that there will be little necessity for the use of the latter.

The aggregate amount of expense of all meetings for one year, and the amount paid teachers for one day's work are nearly equal. And we are fully persuaded that all teachers (or all who are alive, and earnest in their work, and willing to learn, and no others should be allowed to teach) will accomplish enough more in the one hundred and eighty school days, to warrant the expense of their continuance.

There is too much paid for teaching, and too much at stake in placing pupils under unprofitable instruction, to neglect to provide every facility, and more than the town provides for the better accomplishment of the work of education.

Whatever may be said of other grades of school, we are compelled to acknowledge, that the Primary grade is the most faulty and inefficient, while it is the most important, and this partly the effect of an injudicious custom, of so long standing that it has come to be a constitutional disease.

Custom says employ inexperienced teachers in those schools, such as can be hired cheap, "it isn't much work to teach them." And thus we do, and persons are employed to teach those schools, whose only real school work has been that more nearly connected with the Grammar, than the Primary School, and with no preparation for teaching as a specialty, or knowledge of it as a work distinct from that of acquiring knowledge.

What can be the ability of persons, who have spent the strongest years of their school life in simply acquiring knowledge, and this of higher branches, to furnish young children with proper mental and moral aliment, such as can be appropriated to the growth of their minds. We think it is being seen that such ability must be very limited, and yet this is the condition in which custom has placed the Primary School. There is occasionally, however, one found who seems to lay aside her acquired knowledge, and goes to work with a faculty, sometimes called mother-wit, and learns how to present appropriate knowledge to the mind, not using the so-called higher knowledge, and children are delighted and made happy, as they would be

in taking natural food. On the other hand, the child is not fed, but choked, and becomes stupid and disgusted with school, instead of being delighted. And we have seen evidence within a few days, that to this, in connection with too much abstract mental or memory work, separated from practical work, may be traced much of the truancy and non-attendance to be found, and about which there is so much complaint.

And may it not all be summed up in this,—that in giving the child proper mental work, and always to be ultimated in vocal, visible or hand work, consists the art of teaching Primary Schools.

*School Committee.*—THOMAS WEST, JOHN MAY.

### SHARON.

*Length of School-Year.*—The town has been favored with more weeks of school than ever before. Each school has been in session nine months, so that all parts of the town have been equally blessed. Previously some of our districts had a school in session eight or nine months out of the twelve, while others would continue only six. It seems to us that strict justice should give every scholar in town the same advantages, so far as it could be done, and an equal provision of the means for acquiring an education has thus been proffered. We can but feel that this has been accomplished by the change from the district system and the former division of the appropriations, which was in part a compromise among the several districts, together with the increased grant of the town so generously voted. In this regard we feel that we have taken a decided step in the right direction. We trust the friends of our schools will sympathize with us.

*In behalf of the Committee.*—SANFORD WATERS BILLINGS, *Secretary*.

### WEST ROXBURY.

Another defect in our method of education is too great dependence upon text-books.

Comparison is sometimes made between the paucity of text-books used in schools twenty or thirty years ago, and the multiplicity of those now in use, and by some it is considered as a proof of the superior advantages enjoyed by the pupils of the present day.

We are satisfied that there are too many text-books. Our teachers and school committees are pressed to adopt this arithmetic, or that grammar, or the other geography. It is not easy to refuse to examine the book, and the result is that very much time is taken up in deciding whether the book offered is, or is not, better than that in use. Rival authors

and publishers claim to be heard upon the merits of their respective books, and scarcely is one adopted when another is announced which is in every respect superior to all its predecessors.

Of course both teachers and committee think it desirable to have the best books to be obtained in the various branches of study pursued in our school, and frequently they are called upon to decide between different text-books so nearly equal in merit or demerit, that it comes to be a very embarrassing matter to determine which to use. Frequent changes in text-books should be avoided, on account of the expense involved, which is sometimes a serious matter ; and still more because every change in a text-book requires time both for teachers and pupils to familiarize themselves with the new book, and so a portion of the force which should be expended upon the subject is wasted.

The tendency is towards making text-books too prominent in all our Public Schools, and thus making the teacher subordinate to the text-book, instead of being, as he should be, the controlling force, the master of the school. There is danger lest his principal duty may be considered simply to put to his pupils the questions, one after the other, as they appear in the text-book, and that of his scholars to be done when they have committed to memory the proper answers.

No one who has never examined a school where such a method of teaching has been adopted, can fail to remember how hard, dull and mechanical every recitation appeared,—how destitute of anything like vitality or enthusiasm.

Much better would it be to discard text-books altogether, and to rely solely on the personal influence and character of a really able and efficient teacher, than to encourage such a servile dependence upon text-books.

Another fault of our system of education, we think to be, that instruction is made the chief object, rather than culture.

Education is, or should be, development,—the education of the powers and faculties of the body, mind and heart ; there is danger lest it be thought to consist in simply forcing so much instruction, that is, so many facts, into the mind of the pupil. Of course instruction, the requisition of certain facts, is an important element in education.

There are facts which nearly every one in these days is supposed to know, and of which it is almost a disgrace to be ignorant. But this is not the best and highest function of education. Almost every observant teacher or parent will recollect how quickly a boy or girl will forget lessons, however perfectly they may have been learned at the time they were recited, which depend chiefly upon the exercise of the verbal memory—such as dates, or the names of places. It is simply

impossible, except with those remarkably endowed in this respect, to remember many such facts, even if it were desirable to remember them.

It is things rather than words which we wish our children to learn. The power to reason correctly, to observe accurately, to think clearly, and to give precise expression to their thoughts, is of far greater consequence to them than any acquisition of mere facts, unassociated with any connecting or underlying principle, can possibly be.

The failure to draw the distinction between instruction and culture, as distinct elements in education, has doubtless led to much confusion of thought upon the subject.

For example, many well-meaning people think it a waste of time and money to have music, drawing, or the languages taught in our Public Schools, on the ground that they are not needed in a practical system of education.

Will our children, they say, be any better mechanics, or merchants, or farmers, because they have learned music or Latin? The answer to this question is: they will certainly be none the less likely to succeed in any calling which they may follow for knowing these things, and they will probably be better and happier men by reason of their knowing them. Any system of education is woefully defective which fails to recognize the tastes, the sympathies, the moral sense, and the affections, as proper objects, as very important objects, of culture.

As a people, we are too apt to measure all values by a purely utilitarian standard. Our whole social life is intensely practical, and in our eager pursuit of wealth, and the many objects of universal desire which wealth can give, we are in great danger of forgetting that we have hearts and souls which crave other objects, which it is in the power of the poor as well as the rich to possess, and that there is a world of art, of beauty, of imagination, to which those who are wearied by the ceaseless struggles and the wearing cares of business, may occasionally resort, and forget the anxieties and perplexities incident to most pursuits of active life.

*School Committee.*—JAMES W. ROLLINS, *Chairman*; D. S. SMALLEY, *Secretary*; JOHN W. MCKIM, L. A. TOLMAN, BENJ. W. PUTNAM, ELIAS T. BOWTHROPE, JAMES O'BRIEN, F. B. PERKINS.

## WEYMOUTH.

*Oral Instruction.*—That teacher is the most successful who is able to awaken the most interest, evoke the most independent thought, inspire the most confidence in the pupil's own ability to overcome difficulties by personal effort, excite the most love of knowledge, and impress upon the mind of the learner the idea that true education is

more mental discipline than the acquisition of mere facts and principles. To divest school exercises of the too general idea of "tasks," it is often necessary for the teacher to present science in its more pleasing aspects, with the view to making it more practical and real. The tendency of the pupil is to examine his lesson in the abstract, having but a slight idea of the practical bearing; it is, therefore, necessary to counteract this by some variation from the usual routine, to awaken thought, to make instruction more suggestive, conducting and drawing the mind out into various channels of investigation, instead of crowding it with abstract principles.

These objects are secured by occasional deviation from the usual course of study, by casting the text-book aside, temporarily, and introducing "oral instruction." In this connection it is proper to say that the chimerical ideas of some in the past, in reference to text-books, are not adapted to our latitude or our schools. If these are ignored entirely, the pupil becomes more a machine than a thinking, reasoning being, losing the energizing influences of effort, individual application. Exercises of this character, if the teacher is thoroughly versed in the science, the facts being as familiar as "household words," tend to "draw out," afford recreation, create thought, add a pleasing variety, and give an unwonted vivacity to school labors, a love for such labors. Education imperatively demands much effort, but the more pleasant and inspiring, the more disciplinary it becomes.

One of the important advantages resulting from oral instruction is that connected with the latitude given, the opportunity of introducing collateral facts and of substituting illustrations and principles differing from those of the text more in phase than in fact. Another advantage arises from this kind of instruction when it is made prefatory as a means of inspiring interest by imparting in advance, in a familiar manner, some of the principles involved in a lesson to be learned from the text-book, simplifying, anticipating difficulties. This follows from the fact that the younger pupils are often unable fully to comprehend a lesson, from the ambiguity of the expression, when the advance oral instruction would render the labor of preparing a recitation less onerous. The teacher, if blessed with good conversational powers, may in this way do much to enliven a class and secure more interest and greater love for mental labor.

Intimately connected with this kind of instruction is object-teaching. A few blocks, cones, cubes, squares, &c., simply displayed before the pupils, will be of but slight importance, aside from the efforts of the living teacher, without which these are comparatively valueless. But the system of object-teaching worthy the name, is that which embraces the wide domain of nature and art, including any and every-

thing with which the pupil may be made familiar in these departments, selecting the most familiar objects as the first step in the ascending scale, employing these as the means of securing a familiarity with the more obscure, rising step by step, each constituting so many introductions to the ever-varying fields of explorations. Since the powers of observation are developed in the child before those of reflection, it is manifest that the object must be presented to the eye before an adequate idea of it can be easily conveyed to the mind. A system of object-teaching, therefore, that follows nature, giving first the thing, then the conception and finally the name, that develops mind in accordance with its laws, is the one for our adoption. Such instruction carries the pupil beyond verbal expressions, automatic action, waking the "dry bones" of a mere theoretical instruction—if instruction it is—into the vitality of an actual reality. Such teaching appeals to the "common sense" of the child, gives him some idea of the importance of education, and makes the school-room a place where he comes into contact with realities. It expands the mind, enlarges the range of mental vision, and is the opposite of the system that burdens the mind with mere useless verbiage, too often a mere development of the memory, leaving the reasoning powers nearly or quite dormant. Such instruction promotes "individuality," encourages the child to learn to think and reason independently, to discriminate and give expression to thought, "doing his own thinking" instead of taxing another. Such a system lays the whole realm of nature under contribution, and bids it yield its impressive lessons at the command of even the humblest of its explorers.

During four years of familiarity with our schools, it is proper to say that those teachers, other things being equal, have succeeded the best, have produced the most satisfactory results, who have employed the oral and object method, not independent of, but in connection with, text-books. Hence we say that it should be introduced in some way into all of our schools.

*Primary Schools.*—Although the office of the lowest grade of our schools is not to give the "finishing touch" to the education of the young, to complete and polish, as in the higher departments, yet an importance attaches itself to the Primary Schools which is not easily overestimated. They form the basis of our educational system. Here the child must learn what a school is. Here the seed is sown, and here the first germinations occur, the first impressions are made. It is as true in these schools as in the material world that the fruit, in quality, quantity and kind, is largely determined by the quality of the seed. As the bending of the sapling determines the form of the stately tree, so the first moulding of the mind of the child, the first impressions,

the first principles instilled and the general influences and surroundings, are indexes to the future developments—"the boy is the father of the man." It is to these schools that the children come at an early age, with their susceptible minds and various dispositions, with their diverse capacities and tendencies, and many of them with defects and faults already apparent, to begin the work of school training. There is no epoch in the pupil's course in our schools, that requires more "aptness to teach," practical wisdom, kindness, firmness, and patient, persevering diligence, on the part of the teacher, than that in the Primary School. Those only are fitted to be teachers in these schools, who possess these qualifications, combined with large powers of illustration, and who love children, as such. According to the value of the superstructure, should be the care, skill and thoroughness with which the foundation work is executed. The best educated teachers and those of the highest culture are none too good for this important work. If there is a necessity of employing second-rate teachers in any of the schools, let such, by all means, have charge of the higher grades rather than of the Primary Schools.

*Superintendent.*—FRANCIS M. DODGE.

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## PLYMOUTH COUNTY.

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### ABINGTON.

The knowledge of facts and principles is a part of education; but while the student is acquiring these the important truth should not be overlooked, that the higher object and the more perfect idea of education consists in training the mind that its forces can be summoned at will, and concentrated upon a particular object, until the desired result is reached. The mind should be so disciplined as to increase its strength and energy. We desire pupils to form correct habits of study, that they be taught how to think, how to reason upon the topics that will constantly be presented, as they advance in the various branches that occupy a place in the course of study. Hence, the teachers of our Primary Schools should lay the foundation with great care and skill. If the proper direction and impulse are then given, and successfully continued through the different stages of the student's progress, a degree of culture will be secured worthy of the age in which we live.



Parents sometimes complain that their children are not making the progress they ought, while others who are members of the same school, and, it may be, of the same class, are advancing rapidly. Upon careful inquiry we have found in many cases, particularly where the scholars in question have been laborious and obedient, that this condition has arisen from the great difference in the capacities of children. Some minds develop rapidly, others slowly. Some receive impressions readily, while with others more thoughtfulness and greater forbearance should be exercised. That is intelligent teaching which recognizes this difference of ability, and can touch the hidden springs of the manifold incentives to earnest and successful effort. The deficiencies of children should not be arrayed before them in that spirit of derision, which can only lacerate the sensitive mind that knows its own weakness, and most deeply deplores it. A teacher could not pursue a more ungenerous or impolitic course, or one which would serve to make the lines of inferiority more marked, and thus destroy the most powerful instrumentalities for progress. Such agencies as will make the acquisition of knowledge a pleasure, we cannot afford to sacrifice. Every word that will inculcate self-respect, regard for duty, and an honorable ambition for excellence, should be spoken in the fulness of generous motives. Such teaching will develop the elements of self-government, to secure which must be the aim of all worthy instructors of youth.

Inquiries have been made as to the duties, powers and liabilities of teachers; and for the benefit of those who seek information upon these points, we will briefly state, that the government of a school is placed in the hands of the teacher, and he is vested with the authority to enforce order. The teacher holds the same relation to his pupils while under his charge that the parent sustains to them while at home. Such modes and degrees of punishment as the laws of the land allow a parent to exercise in the government of his child are granted to a teacher while discharging the functions of his office. Undue severity in either case is reprehensible. The unruly are not to be turned into the street, if proper punishment will secure obedience. The law recognizes the necessity of sustaining teachers in administering just correction.

The power of expulsion belongs to the superintending committee; but teachers can suspend a scholar for the day, or until the committee are apprized of the fact, and take action in the matter. We hold it necessary that the teacher's authority be independent of parental dictation; otherwise the proper requirements cannot be effectively enforced. A teacher's decision in regard to government and study, unless plainly unjust and unwise, should be supported by parents.

The subject of physical culture is receiving a share of attention in our schools. In nearly all the grades some practicable system of gymnastics has been introduced, and now constitutes a regular daily exercise. Physical and mental culture, properly combined, cannot fail to give a higher and more perfect development than could be secured from too intense and protracted mental application, unrelieved by some varied, health-imparting drill. The mind and body both require careful attention. Their development should be uniform. Whatever influence injuriously affects either must necessarily affect both in some degree. Therefore the physical exercises should be such as will strengthen the system; not so severe and long-continued as to weaken it. A knowledge of the anatomical and physiological laws involved would be a proper guide to teachers in selecting the forms of exercise. Care should also be taken to keep the air of the school-room pure, and to preserve a degree of temperature favorable for active study. The positions of pupils while at work and during recitations should be observed, and only such should be approved as are natural and graceful. The observance of this rule would greatly improve the appearance of some schools. We do not desire mental giants and physical dwarfs; but, on the other hand, we would preserve and develop a sound mind in a sound and vigorous body. And, furthermore, we would have our youth so educated, that they will become truthful and just, refining society by their enlightened influence, obeying constitutional law in the willing spirit of a loyal intelligence, and cherishing a fond remembrance of the high principles that have actuated the great and good in every age.

*School Committee.*—JAMES H. GLEASON, BENJ. F. HASTINGS, CHARLES W. SOULE.

### DUXBURY.

Many parents seem to have the idea that if their children can only get through the books, and advance from a lower to a higher grade, that they are getting an education rapidly, and teachers are too apt for the sake of pleasing and making a show of great advancement to encourage this idea, and allow scholars to slide through the books without comprehending what they have passed over. The result is that at the end of the term or year the scholar can perhaps repeat by rote some of the last rules and lessons in the books; but should they be examined in review, it is found that they know but little of what has been passed over, and the time spent has gained them comparatively nothing in the way of useful knowledge, to assist them in the various positions of life they may be called to occupy. Your committee having been aware that this has been for some time a growing evil

in our schools have endeavored to correct it, and in some cases have found it necessary to put the whole school back to the commencement of the book, which of course displeased both the parents and children. And in this connection your committee wish to say that in cases of this kind, and in our refusal to allow incompetent scholars to jump from the Primary to the Grammar School, cases where we saw fit to do our duty, even though accused of prejudice, we have been met by a spirit of opposition on the part of some short-sighted parents that was but little to their credit.

*School Committee.*—J. S. LORING, JOHN P. BRADLEY, CALVIN PRATT.

### EAST BRIDGEWATER.

*High School.*—The advantages resulting from the establishment of a course of study, and the adoption of a well-defined system of classification, have been clearly shown in the working of this school during the past year. These advantages are too numerous to be fully explained in this report, but some of them may be briefly stated. Among the most important are the great saving of time made in organizing classes and arranging the studies and recitations of each, the uninterrupted progress secured, and the greater method and thoroughness with which teachers and scholars are enabled to do their work.

Under the existing regulations of the school a new class is admitted at the beginning of each year. Scholars admitted at any other time are required to pass a satisfactory examination upon the branches previously studied by the class or classes which they intend to join. Each class takes up at the beginning of the year the studies laid down for it in the course, and pursues them without intermission until they are completed. Upon the completion of a study by a class all the members undergo a written examination upon it. The questions given are prepared by the committee, and are intended to cover the more important subjects or principles which have been studied. Those who fail to answer correctly seventy-five per cent. of the questions given are either granted a specified time in which to make up for their deficiency, or are required to review the study with the next lower class.

Under the operation of this system the work accomplished by the school the past year has been thorough and extensive.

*Attendance.*—The records of the schools, as made up to the date of this report, show an average attendance of eighty-two per cent. The committee believe that this average could be raised to more than ninety per cent. if the parents generally would unite their efforts with those of the teachers to secure the regular attendance of their

children. The practice of allowing children to stay at home from school, or to be dismissed, merely for the sake of pleasure, is quite too common, and detracts sadly from the efficiency of our schools. The scholar who is absent from a single recitation, not only loses the benefit of that recitation, but, in a greater or less degree, impedes the progress of his class. Parents often complain that their children are not getting along fast enough in their studies, and charge the teacher with incompetence or neglect, when the true cause is to be found in their own short-sightedness, in permitting matters of secondary importance to interfere with their children's education. The committee estimate that at least one-fifth of the money and effort expended upon our schools is wasted, in consequence of the failure of many parents to rightly appreciate and improve the educational privileges which the town affords to all children within its limits. The committee would suggest to the citizens of the town the propriety of taking some measures for the better enforcement of the laws of the State in regard to the attendance of children upon the Public Schools, and the prevention of truancy. The number of children in town on the first of May last, between the ages of five and fifteen years, as returned to the committee by the selectmen, was five hundred and ninety-seven. The largest number of children between these ages in attendance upon the schools at any time during the past year, was five hundred and twenty-one. Of the rest it is difficult to say how many do not attend school at all, or how many are obliged to work for their own support; but there can be no doubt that many of them would be brought into our schools by the enforcement of the laws referred to. The passage by the town of a set of by-laws on the subject, and the appointment of truant officers in the different sections of the town, would, in the opinion of the committee, have the effect of increasing the attendance, and enlarging the influence and usefulness of our schools.

*School Committee.*—E. W. NUTTER, F. C. WILLIAMS, GEO. H. WHEELER.

### HALIFAX.

There is an opinion entertained by some in this town, who have accumulated a moderate competence, that if a child receives a little more instruction than they had when they were boys, that it will only tend to indolence or uneasiness. We wish to refute this strange and absurd notion. A scholar of very moderate attainments will be more ambitious because his aspirations are quickened, the scope of thought enlarged. That uneasiness will be for his benefit, if properly directed, and that of mankind. A little more reflection on the part of those who hold such opinions would show their fallacy. Get up a dog-fight

in the streets of some city, who would compose the crowd? The street loafers, or men of thought and culture? Who engage in prize fights, encouraged by those who take satisfaction in beholding men in the image of God pound each other according to science, until one or the other "fails to come to time," as they term it? Are they graduates of our New England schools? If you want your children to become your slaves, do not let them learn to read and write. Your hearts are too kind and noble for such a barbarous deed. Then give them a better education than you ever had, and thank God that you can make it possible for them to become better and more intelligent men. We would remind the people of Halifax who are well advanced in life, engrossed as they are with the cares and responsibilities of a family, that there is great danger while providing for the physical wants of their children, of neglecting the mental. Your children have a higher claim upon you than raiment, food and shelter. You may toil and accumulate property for them, but do not starve their minds. The human mind is the arsenal from which to draw the weapons to cope with the misfortunes of life. If it is well stored, the individual may meet with many a Waterloo, but he never surrenders. He will "trust in God and keep his powder dry."

*Superintending School Committee.*—NATHANIEL MORTON, IRA L. STURTEVANT, CORDELIA T. RICHMOND.

### HANOVER.

*The High School.*—Your committee feel that all the benefits of this school have not been appreciated by the citizens of the town. The following fact points out to us one benefit, and it is an important one. Some scholars who are now members of the High School, were there no such school, would patronize the schools of other towns. Another benefit has become apparent to your committee. The fact that there is a High School which a scholar may attend when prepared, has awakened a new interest in the study of Common School branches. Again, it has taken from the Common Schools those who, though few in number in each school, largely increased the number of the classes, thus absorbing more than their share of the time. Thus our teachers have had a better opportunity to teach the Common School branches. These two influences have been felt in a much smaller degree than they will be in the years to come. We shall then discover that our Common Schools have been vastly improved by the existence of the High School.

*New School System.*—As the schools of the town, during the year just closed, have been brought under a new system, as in fact the so-

called district system has been abolished, and thus all the schools of the town placed under the control of one authority, it is eminently proper that your committee, in their report, present the results of that change. Yet as this change placed greater discretionary power in their hands, it becomes a somewhat delicate duty. But taking no counsel of that feeling, we will briefly speak of the influence of that change. All will understand, however, as this is the first year under the new system, that its most important results are yet to be developed, that its influences will be felt more strongly in years to come.

One beneficial result of the new system is this: Each school has been in session the same number of weeks during the year; viz., thirty-four. Each child, whether member of a large, or a small school, has had opportunity to receive its share of schooling.

Under the district system, prudential committees chose teachers, deciding upon the question of their physical and moral qualifications, while the town committee were permitted to decide only as to their literary qualifications. There was sometimes a conflict of opinion which did not benefit the school. More commonly, however, it led to a want of care on the part of the prudential committee, and the town committee as well. Prudential committees were careless in their selection of teachers, for they thought that the town committee, having a final voice in the decision, would settle the question of their fitness. The town committee always felt that as these had been settled by the proper officers of the district, they ought to be approbated, if possible. Hence, persons were placed in charge of schools, whom neither party would have approbated, had the members of it possessed the sole responsibility. With the authority and responsibility vested in our committee, this result will not follow.

Again, any change for the better, is the more readily planned, and the more completely carried out, by one authority, than by two, sometimes conflicting ones.

But your committee feel that the results of this change are apparent to all, that they speak more convincingly than any words we may utter, hence we are willing to permit them to attest the benefits of the change.

*School Committee.*—W. R. HOWSE, EDWARD A. PERRY, JEDEDIAH DWELLEY.

## HINGHAM.

*Physiology.*—In one of our schools, for one term, there has been a single class of ten in physiology. It is well to know how many quarts a bushel will hold, and in what direction Boston is from Liverpool. But to know the relative position of the vital organs of one's own

body, why the lungs need pure air and how much of it, and what are the consequences of night fatigue, late suppers and thin shoes,—is not this of more importance? Multitudes, for want of the latter information, never live to make any use of the former.

*Physical Culture.*—As next in order in promoting the ends in view, gymnastics occupy a more or less prominent place in our schools. In one or two cases they have reached a high state of perfection, which, it is to be hoped, will excite a healthy emulation in the other schools. They should come in as regular school exercises, accompanied, if possible, with instrumental music, and a thorough change of the air in the room. They should include variety enough to bring into exercise as large a number as possible of distinct muscles, yet not be protracted to weariness, nor suffered to divert attention from the higher objects of the school-room.

These exercises render school a more attractive place. They refresh mind and body even more than positive inactivity; prevent the evils of remaining too long in one position, and so avert disease; tend to develop the muscles into vigor and the form into gracefulness; and harden the constitution. By no means should the need of pure air be forgotten, nor care against taking cold afterward.

*School Committee.*—GEO. HERSEY, Jr., *Chairman*; PETER HERSEY, *Secretary*; HENRY W. JONES.

## KINGSTON.

Too often we mistake the letter or rote of knowledge for the thing itself. Thus if the child can repeat with tolerable readiness and fluency the words of the book, we imagine his mind is stored with the ideas, whereas in manifold instances, the words committed to memory have attached to them no meanings whatever. They are the husks without the kernel or the shells without the meat, and their only effect is to burden the mind and to produce indigestion. The great apostle saw the true philosophy of teaching, when he declared, "I had rather speak five words with my understanding, that by my voice I might teach others also than ten thousand words in an unknown tongue." I have not unfrequently been pained in our schools, that some of the simplest, oft repeated words of the lesson convey to the children no more intelligible ideas than if they were Choctaw. Or if they convey any meanings, they are wrong ones, so that the misinformation inflicted is worse than the no information. We invert the natural order in requiring the names of things, before the things themselves are shown. In the dictionary of childhood, the definitions, or rather the things, should come before the names. What is popularly called

“object teaching” is, therefore, a move in the right direction. The first power to be awakened in the mind of the child as he goes to school, is his curiosity. There must be addresses to his senses. He must be allowed to read things, then their pictures, then the descriptions of them. The lips of the living teacher must be to him far more than the written words of the book. His first lessons must be found in the familiar objects about him, and he must be shown that each of these familiar objects is full of wonders. In this way, young scholars may be taught the elements of almost every science. They may learn to distinguish the principal organs of plants and flowers, the different materials in their own clothing, as cotton and flax, silk and wool, the variety of animate life from the insect tribe up to the largest domestic quadrupeds, the geography of the school-house and its immediate surroundings of hill, dale and brook, the leading forms of geometry, as squares, triangles and circles, cubes and spheres, cylinders and prisms, the beauty of the varied landscape, the successive colors of “the rainbow in the sky,” and even “the dread magnificence of heaven.”

Young children are peculiarly prone to imitation, and so they may be taught grammar by our always speaking properly in their hearing, and by our correcting them, when they speak improperly. Many persons who have never opened a text-book upon this subject, use the English language with greater propriety than do others, who have studied the rules of grammar for months, and for the simple reason that they were taught this by example, both in the family and the school.

The first thing in the education of young children, then, is the cultivation of their senses. They should be taught how to see and how to hear. In fact, this is a most imperative lesson; it will have an immeasurable influence upon all their future progress. “As a means of happiness,” says Dr. Thomas Hill, late president of Harvard College, “I would have a child cultivate quickness and truthfulness of observation, to see everything and to see accurately, to hear everything, and to learn exactly. But this habit of accurate observation is not only a source of happiness, but it is a means of usefulness. The errors in the world come less from illogical reasoning than from inaccurate observation and careless hearing. A clear and intelligent witness, who can state precisely what he saw and who saw everything that was to see, who can repeat exactly what he heard and who heard everything that was said, is rarer than a sound lawyer or judge. Most men see as much with their preoccupied imagination as with their eyes, and do not know how to separate their own fancies or their own erroneous interpretation of fact from the observed fact itself.



Physicians can rarely obtain from the patient a statement of his symptoms, unmingled with theories as to their cause; lawyers cannot get a statement of what a man did, uncolored by the imputation of motives for his action; scientific men are well aware that popular testimony to any minute phenomenon is wholly untrustworthy. In short, we should benefit science, art, jurisprudence, therapeutics, literature and the whole intellectual and moral state of the community, if we could raise up a generation of men, who would make it a matter of conscience to use their five senses with fidelity and to give report of their testimony with accuracy."

The importance of the study of nature, both as a source of refined pleasure and of practical profit, is each succeeding year more and more admitted. Every youth ought to be made acquainted with the laws of mechanics, with the powers of steam, electricity and magnetism, and with the requisitions of vegetable and animal life. Both the telescope and the microscope are daily opening new worlds to the vision, and the youth will find no nobler employment than in turning his attention to what is thus revealed. Though these studies may not be pursued to a great extent during the four years course of the High School, such a taste may be acquired for them, that the pupil shall be numbered among the future discoverers and inventors of the land.

For those seeking to act noteworthy parts as American citizens, a ready knowledge of their mother tongue and of its best literature, of the physical features and resources of the country, of its history, and constitution, is indispensable. The study of the Latin, besides affording an acquaintance with the manners and thoughts of ancient times and being an excellent discipline to the judgment and taste, gives us a superior insight into our own tongue, while the exercises of declaiming and writing compositions, which are made imperative, are designed to aid in the expression of thought with the greater clearness and force. It is hoped that the way will be yet open for the systematic and somewhat thorough study of the best English writers, like Shakspeare and Milton, since this will open a new, boundless field for delightful exploration.

*Superintendent of Schools.*—JOSEPH PECKHAM.

### LAKEVILLE.

Some say that as a result of the abolition of districts, parents, who are most deeply interested in having good teachers and good schools, can do nothing towards securing them, but must submit to the rule of an arbitrary committee, a few men who glory in their power to pre-

scribe how many schools there shall be, and who shall teach them, while they care little whether the great object of our Public Schools is attained or not, and consequently the schools will deteriorate.

We would say to the people that we take a different view. We believe that we are the servants, and as such endeavor to be faithful, seeking to do that which will be for the good of our master, the people. We ask you not to rely wholly upon our report for the manner in which the duties of our office are performed, and the result of our labors. Our work is before the public and may be inspected by all. Do not always rely upon what somebody said that somebody saw done or heard said by the teacher, and think not that your own children's report upon what takes place at school is invariably correct, though they are honest and mean always to "present things truly."

Observe the scholars progress in their studies, become acquainted with the teacher, and thus learn what are his or her character and attainments. Visit the schools often and thus ascertain the methods of teaching and government, remembering that prejudice should not be allowed to warp the judgment. If upon inspection you find the schools in a bad condition, and growing worse, ascertain if possible the cause of this deterioration. The school committee may be unprofitable servants, and if so, should be displaced, but it should be remembered that the committee are responsible for a faithful discharge of their duties, and not always for the success of a school, which depends somewhat upon the co-operation of parents with teachers and school officers.

*School Fund.*—The annual income of the school fund received by the town we are required to use for the support of Public Schools, the school committee being allowed to take twenty-five per cent. of it for the "purchase of books of reference, maps, and apparatus for the use of said schools." We have accordingly appropriated twenty-five per cent. of the amount received by the town for the purchase of dictionaries, maps, and some little books entitled, "Things Taught," or "Object Lessons," for the use of teachers.

*For the Committee.*—J. F. MONTGOMERY.

## ROCHESTER.

When the district system was abolished there were eleven school districts in town, with one hundred and eighty children between the ages of five and fifteen years. The committee adopted the policy pursued by many other towns of lessening the number of schools, and instead of eleven we had six, with an average of about thirty scholars for each school. The town appropriated twelve hundred dollars for

the support of schools the year past. We received one hundred and thirty and  $\frac{7.5}{100}$  dollars from the State, making thirteen hundred thirty and  $\frac{7.5}{100}$  dollars. The schools have been kept seven months and eight days, at an expense of twelve hundred and seventy dollars, whereas eleven schools at the same ratio would have cost two thousand one hundred and forty-five dollars for six months school. The committee are of the opinion that six schools are sufficient for one hundred and eighty scholars.

*School Committee.*—SAMUEL BUMPUS, GEO. M. WHITE, CHAS. T. LEONARD.

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## SUFFOLK COUNTY.

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### BOSTON.

*Kindergarten Schools.*—By a petition asking for the establishment of an experimental Kindergarten School, our attention has been called to this subject. It seems to us that the petition should be granted.

The fundamental ideas of this system of instruction are these: "Froebel's kindergarten is a primary art school; for it employs the prodigious but originally blind activity and easily trained hand of childhood from the age of three years in the production of things within the childish sphere of affection and fancy." The school is not a mere place for play. Recognizing the fact that curiosity, the desire to handle things, to become acquainted with the outward world, are among the first impulses of the young child, the instructor conforms his teaching thereto. Instead of giving the pupil a book treating of abstractions in which he can as yet feel no interest, he presents to him objects which more or less pique his curiosity, appeal to his fancy, task his invention. This and not mere amusement is the intent of the blocks, balls, sticks, curved wires, pricked cards and boxes of cubes and triangles which are placed before him. They are his first lesson books. Through these he gets quickness of observation, nicety of touch, accuracy of eye, skill in analyzing and comparing, knowledge of materials and of the law of things. It is confidently claimed that these exercises constitute an important preparation for after studies in drawing, arithmetic and geometry. Indeed, it may be said that the child of four years, who is learning to make symmetrical forms and to measure distances, to separate and adjust with his blocks and triangles, is already studying these branches of education. Habits of attention,

order, accuracy and industry, coupled with a remarkable freedom from the restlessness, irritability and insubordination usually present where the pupils are not interested in their studies, are also characteristic of this system. Great stress, too, is laid by its advocates upon its moral bearings and results. Self-control, and thought of others, and gentleness, are constantly inculcated. The sports of the children out of school are also most carefully supervised; and accompanied by song and simple music are regarded as an important part of their education.

Not to speak of other advantages, it seems to us that the habits, mental and moral, which the Kindergarten tends to form, will constitute a better preparation for subsequent entrance into the Primary and Grammar School, than that which most children will acquire elsewhere.

We think that it may likewise help to answer this question: "How shall we educate those who, leaving school at fourteen or fifteen years of age, will have to get their living by the labor of their hands?" Froebel appears to have had this inquiry in mind. He does not educate the head solely. He remembers that his pupils have hands also. And it is not too much to say that in helping to make the hand of the boy skilful, and his eye accurate, and in teaching the girl the rudiments of nice needle-work, designing, and other feminine accomplishments of a thoroughly useful nature, the preparation of the Kindergarten will reach in its results far beyond the after experiences of the schools.

An admirable condensed statement of the advantages of this mode of instruction by "Miss E. P. Peabody," is appended to a lecture by Cardinal Wiseman (edited by her), which we trust all interested in the subject will read.

It remains with us only to express our hearty concurrence with the views therein presented, and our hopes that the school committee will take measures to establish a Kindergarten school in connection with our other Public Schools.

The schools for deaf mutes, and Evening Schools have thus far proved a decided success; and, without doubt, time and experience will increase their perfection to such an extent as to prove the wisdom of the board in their establishment. The matter of free books has also been strenuously urged by some members of our board, and facts have been introduced showing that in other cities, where this system is carried out, it meets with the approval of those who are interested in education. Your committee would suggest, therefore, that the experiment be tried if possible to bring about this change.

*Chairman of Committee to prepare Report.*—JOHN P. ORDWAY.

*English High School.*—On the Wednesday and Thursday subsequent to the exhibition, the annual examination of candidates for admission was held. Mr. Sherwin presided over the examination and superintended it with his usual energy, fidelity and diligence; and thus his work for the year as head master was fully and thoroughly done; and on the afternoon of the next day, Friday, July 23, he was suddenly summoned without a moment's warning, or a moment's suffering probably, to the reward of his labors in another world. Immediately on receiving intelligence of this sad event, a meeting of the committee on the English High School was called, at which, after voting to attend the funeral in a body, the following preamble and resolutions were approved, and on being submitted to the board of school committee, at a special meeting held in August, were unanimously adopted.

It having pleased Almighty God to remove, by sudden death, Thomas Sherwin, for many years principal and head master of the English High School, the committee on that school feel it due to his memory and to the emotions of their own hearts, and as an expression of their appreciation of his character and services, and of his great loss to the interests of education, to submit to the school committee the following resolutions, and ask their adoption :

1 *Resolved*, That the sudden death of Mr. Thomas Sherwin, in the full vigor and maturity of his powers, and of his most active and beneficent usefulness as a teacher, at a time when, uniting the wisdom and experience of age with the ardor and enthusiasm of youth, he seemed best fitted to do great good,—to inform the minds, enlarge the hearts, and mould to a noble moral manliness the characters of the youth under his instruction and influence,—is a great public bereavement and loss.

2. *Resolved*, That the character and services of Mr. Sherwin; his simplicity, purity, integrity and conscientiousness as a man; his wisdom, fidelity, devotedness and enthusiasm as a teacher; the immeasurable influence for good which he has exerted upon many hundreds of young men who have passed under his instruction and care, entitle him to rank as a public benefactor, and claim for his memory the high respect and gratitude of this community.

3. *Resolved*, That, while we bow in profound submission to this appointment of Providence, and express our sincere sympathy with his bereaved family, we rejoice that all—relatives, kindred, and friends—may find rich consolation in the memory of a character so pure, a life so noble in its aims and wide and lasting in its usefulness, and gather admonition and incentive from a death so sudden yet so thoroughly prepared for.

4. *Resolved*, That these resolutions be published, and a copy be sent to the family of the deceased.

In these resolutions it is believed there is no exaggeration. They may be but a feeble and inadequate expression of the feelings of some who have known him long, and loved and honored him much; they are certainly nothing more than a just tribute to the many virtues, to

the noble character, to the long and eminently faithful and successful services of the late head master of the English High School, whose name will long be fragrant in the hearts of all connected with or interested in that school, and in the memory of all the friends of good learning, thorough scholarship, and popular education everywhere. Mr. Sherwin was remarkable for his intellectual and moral growth, his progress in influence and power, to the very last days of his life. He never did more or better or greater work than in this his last year as head of this school. His record in the hearts and characters of his pupils is as honorable to him and of more value to them and to the community than his discipline of their intellects, and the thorough and accurate instruction he imparted. He sent out year by year from the English High School, young men with not only the intellectual culture, but the moral principle and moral tone of character needed for the promotion and preservation of the best interests of the community; and the best, the most eminent and the most successful of these will be the most ready to acknowledge their obligations to his influence as an incentive and defence to them amid the temptations that assailed them in the early paths of life. His reputation was not confined to the English High School, nor will it soon die; long and widely will he be remembered and honored as a good and noble man, a scholar of large and varied acquisitions, a teacher, superior to the influences of habit and routine, ever wise, fresh and progressive in his methods, ever doing his work with greater fidelity and success. "God buries his workmen but carries on his work." And the loss of Mr. Sherwin as a noble "workman" at the head of the English High School is great and will be long felt, yet we may hope that the work will be carried on, and that some one competent and worthy to do it will be found.

*Chairman of Committee on English High School.*—S. K. LOTHROP.

*Report of the Committee on Music.*—In their last report to this board, your committee took occasion briefly to review the progress of musical instruction in the schools during the preceding ten years. And, as a matter of interest to the present board, as well as to satisfy the many inquiries made of the committee by the community at large, they have thought it expedient and proper to embody in this report an epitome of the rise and progress of musical instruction in connection with the Boston Public Schools from its inception to the present time. In doing this they must necessarily repeat, to some extent, the information already presented in their reports of previous dates.

Thirty-nine years ago, on the 19th of August last, a lecture was delivered before the convention of teachers and other friends of edu-

cation assembled to form the American Institute of Instruction, in the hall of the House of Representatives in Boston, by William C. Woodbridge, the eminent geographer, advocating the practicability and expediency of introducing vocal music as a branch of Common School education. This convention numbered several hundred persons, mainly teachers, representing at least eleven States of the Union, comprising the highest educational ability of the land. Mr. Woodbridge had just returned from his educational tour in Europe, and brought back with him the favorable opinions on this subject of the most distinguished educators in Germany and Switzerland,—such men as Niemeyer, Schwartz, Denzel, Fellenberg, Pfeiffer, Nageli, and others. This effort of Mr. Woodbridge produced a profound impression at the time. By it the first impulse was given to music as a branch of Common School education in our schools in America.

In December, 1831, Mr. George H. Snelling, in behalf of a special committee appointed on his motion for that purpose, presented to the Primary School Board of the city of Boston an elaborate report, strongly urging the adoption of music as a regular study in our Primary Schools. This report (which we have obtained from the original manuscript in the files of the late Primary School Board), from its intrinsic merit, as well as its important bearing upon the future of music in our Public Schools, we now copy in full.

“The committee, to whom was referred the subject of the introduction of instruction in vocal music into the Primary Schools, respectfully offer the following report.

“The committee have risen from the examination of the subject referred to them with a firm conviction of the practicability and the expediency of making vocal music a part of the scheme of Primary School instruction. They have come to this conviction after a deliberate consideration of the reasons for and against the proposition, and the result to which they have arrived is submitted with the more confidence from the fact that on first entering upon the examination of this question, the minds of the majority of the committee were by no means favorably disposed towards the recommendation, which they afterwards satisfied themselves it was their duty to make.

“In support of the practicability of this measure, the committee feel it necessary to make but a very few remarks. Indeed, such full demonstration upon this point has been afforded to them by the exercises which they have witnessed in the semi-weekly school taught by Mr. Lowell Mason, in this city, that they might satisfy themselves with a mere representation of what they have there seen and heard. During the interval which has elapsed since the former meeting of this board, a class of pupils of more than one hundred and fifty in

number, and of whom about one-third are of the age of children at our Primary Schools, have been led, from the simple utterance of an articulate sound, to a knowledge of rhythm and melody sufficient to enable them to sing at sight tunes of more than ordinary difficulty, and are commencing with success the practice of singing in concert upon different scales.

“This proficiency has been acquired by less than a half an hour’s instruction, on the afternoons of Wednesday and Saturday of each week, and under an interruption of several successive weeks from the illness of the instructor. It is the opinion of the committee, supported by that of the instructor referred to, that the same amount of time, in much shorter periods, and at more frequent intervals, as, at the commencement or the close, or what would be still better, during a suspension for a few minutes, of the morning and evening exercises of our schools, could be much more effectively employed.

“The committee are also satisfied that such an occupation of a portion of the school hours, selected by the instructor at those moments which occur daily in every school, when the attention of the pupils has become wearied and expended, would be the cause of much greater efficiency in the prosecution of their studies, after such an interval of relaxation. Not only, however, would intervals of time, otherwise wasted, be usefully employed, but, what is a consideration of great importance, the authority of the instructor, which is weakened the more that it is unsuccessfully exercised, would be preserved, and the resort to corporal punishment, so fatal to the kindly relations which ought to exist between the instructor and pupil, would be, to a great extent, superseded.

“On the subject of the practicability of this measure, the committee will briefly anticipate an objection which may be made, on the ground that obstructions will be found to exist to the making of vocal music a subject of general instruction, in the supposed existence of a natural incapacity in many pupils for appreciating the difference of musical sounds, or, in other words, the want of a natural ear for music. They are satisfied that the grounds for such an objection are almost wholly imaginary. The existence of an individual having a natural incapacity for learning music, there is good reason to assert, is almost as rare as that of an individual who is born deaf and dumb. This assertion might be abundantly substantiated. It will be sufficient to state, on good authority, that out of many hundreds of children taken from the most degraded condition of life, in the school for the poor at Hofwyl, in Switzerland, the instructor has never met but two whom he could not teach to sing; and, that a teacher of music in this country, who had instructed more than four thousand pupils, had never yet found



one whom he was unable teach. Indeed, the mere act of speech presupposes the power of appreciating the differences of sounds, and no one can ask a question or give an answer with proper intonation, without giving evidence of an ear for music. This last consideration will suggest some advantages of the exercise in reference to instruction in reading, which will be more particularly alluded to in a subsequent part of this report.

“Another objection, on the ground that if instruction in vocal music were made a part of our system, an unjust preference might be given to candidates for the office of instructors skilled in this art, and other valuable qualifications, unaccompanied with this, be lost to our schools,—will have been anticipated by the preceding remarks. The committee are satisfied that at the age at which applications are usually made for the place of instructor, the instances will be very rare in which inquiry need go beyond the disposition of the candidate to qualify herself for imparting the requisite instruction in this branch. The gratuitous services of the gentleman named in the early part of this report, have been proffered to the committee, for the qualification of the instructors for this task, and every aid to the prosecution of it will be cheerfully rendered by him as often as application shall be made for it.

“In considering the expediency of the proposed measure, too great importance cannot be attached to its value as subsidiary to instruction in reading. The advantages of this exercise in cultivating the powers of the voice, giving the pupil a command over the organ, and a facility of discriminating and expressing all the varieties of intonation requisite in good reading, are incalculably great, and, were these the only ends to be gained, they would amply justify the adoption of the proposed measure. It must have become familiar to the observation of every member of this board, that the labor of the instructor is tasked to no greater degree by any object, than the development of the powers of the pupil's voice, the giving him a bold, ready and distinct utterance. The great amount of effort on the part of the instructor which will be thus superseded by the proposed exercises, will be so much gained to the pupil in the greater attention which he will receive in other respects.

“A great advantage of the introduction of these exercises will be found in the effects on the general tone of the mind of the pupils. The anticipation of an agreeable exercise of this kind will give them a cheerfulness and an elasticity of mind favorable to the more successful prosecution of their studies. To this should be added the importance of connecting agreeable associations with their school exercises, and the greater frequency of attendance which the attractiveness of

this exercise will insure. These and other advantages have come within the observation of the committee in cases where singing has been, though but imperfectly, introduced; and have been also alluded to in the recently printed reports of the standing committee.

"In its effects on school discipline, the study of music will be found to be of great utility. It has been justly remarked that 'it cultivates the habits of order, obedience and union.' All must follow a precise rule. All must act together, and in obedience to a leader; and the habit acquired in one part of our pursuits, necessarily affects others. Accustoming the pupils thus to conform to general rules, it affords an agreeable training to all those habits which it is the object of a system of discipline to enforce.

"Repeated testimonies have also been given to the effect of these exercises, conducted by instructor and pupil in common, in producing a great degree of confidence and attachment in the pupil towards the instructor. In a moral point of view, the subject is of great importance. Not only as a vehicle of moral instruction, but as in itself an exercise favorable to a healthy state of the mind and the feelings, the cultivation of this art should hold an important place among the means of acting upon the character of children. Its beneficial influences will be felt not only in the relation of the pupils with the instructor, but in their intercourse with each other. Much of the quarrelsome spirit which we witness among children may be attributed to the want of agreeable resources for amusement, and to the general neglect of the means of cultivating the better feelings.

"One of the most important considerations in favor of the proposed measure remains to be alluded to. It is the security which such a resource for agreeable and innocent relaxation, as a knowledge and a taste for this art affords, will give to the moral character in after life. If a taste of this kind can be made a source of satisfying enjoyment, the resort to gross indulgences will of course be discouraged, and the purity and happiness of social life be promoted."

Appended to this report was a resolution to the effect "that one school from each district be selected for the introduction of systematic instruction in vocal music under the direction of the district and standing committee." The report was, after much discussion, accepted, and its recommendations adopted, in January, 1832. The experiment received a partial trial, but the plan proposed was never fully carried into effect. It was in advance of the times.

Soon afterwards the Boston Academy of Music was established, having at its head our distinguished and well-known fellow-citizen, the late Hon. Samuel A. Eliot. At a meeting of the school committee, held on the 10th of August, 1836, a memorial was received from the

government of the Academy, supported by petitions from many citizens of Boston, praying that vocal music be introduced as a branch of popular instruction into the schools of this city. The memorial was referred to a select committee, who offered a report in its favor on the 24th of August, 1837. This report was signed by T. Kemper Davis as chairman of the committee, and is a most able and interesting document. On the 19th of September following, the report, with its accompanying orders, was considered and accepted by the school board, and the resolves as they came from the committee were passed. But, failing to obtain from the city council the appropriations necessary to carry their plans into effect, the measure was for the time defeated.

Meanwhile one of the professors of the Academy\* offered to give instruction gratuitously in one of the schools, in order to test the experiment; and at the quarterly meeting in November, it was voted that the experiment be tried in the Hawes Grammar School in South Boston. Instruction was accordingly commenced there in the autumn of the same year. And the next year the school committee, well satisfied with the result, were prepared to dispose of the subject finally by the introduction of music as one of the regular exercises of the Public Schools. This they did by their vote of August 28th, 1838, which is as follows:—

\* *Resolved*, That the committee of music be instructed to contract with a teacher of vocal music in the several Public Schools of the city.

*Resolved*, That the instruction in vocal music shall commence whenever the sub-committee respectively shall determine, and shall be carried into effect under the following regulations: 1st. Not more than two hours in a week shall be devoted to this exercise. 2d. The instruction shall be given at stated and fixed times throughout the city, and, until otherwise ordered, in accordance with the following schedule (here follow the hours fixed for the exercise in the several schools). 3d. During the time the school is under the instruction of the teacher of vocal music, the discipline of the school shall continue under the charge of the regular master or masters, who shall be present while the instruction is given, and shall organize the scholars for that purpose in such arrangements as the teacher in music may desire.

This vote of the school committee of Boston, say the Academy of Music in their report of July, 1839, may be regarded as the *magna charta* of musical education in this country. The department was given in charge of Mr. Lowell Mason, under whose able supervision this important measure was forthwith carried into effect.

At the present time, a systematic and progressive course of musical instruction is given to all the pupils of the Public Schools in the city

\* The now venerable Dr. Lowell Mason.

of Boston (except the boys of the Latin and English High Schools), commencing with the children of five or six years of age, when they first enter the Primary School-room, and ending with the highest class of pupils of the Girls' High and Normal School, who are themselves preparing to become teachers in their turn.

Our space will not permit us to more than briefly allude, by way of a summary, to some of the principal steps in the progress of musical instruction in our schools in the last few years. These are, mainly, the establishment of this study on a firm, equable basis, in the Primary Schools, under the supervision of a special instructor; the institution of a similar supervision over the lower grades of the grammar classes; the progressive continuation of such instruction and supervision through the upper classes of the grammar department, and the requirement as part of the course of instruction in the High School system, that the pupils shall themselves be thoroughly qualified to teach in their turn. An important point has also been made by the establishment of classes for normal instruction in music among the teachers of all the schools. A definitely arranged programme of the course of instruction, so far as the Primary Schools are concerned, has been adopted and printed among the rules and regulations, and a similar programme is in progress for the classes of the other departments of our school system. Measures have been taken, by the careful and extensive examination and collection of material, here and in Europe, for the construction of a proper manual of musical instruction, adapted especially for Public School use, which when complete shall be recognized and adopted as the uniform text-books of the schools. Pianos, the best of their kind, have been placed in all the High and Grammar School-houses, and, to a considerable extent, in the properly graded groups of the Primary Schools; which pianos are required to be kept in order and in tune, and to be used as aids to, not as substitutes for, musical instruction.\* A combination of vocal and physical training and strictly musical tuition has been devised for the younger pupils. A stated and definite time has been fixed for musical instruction by the regular teachers on each and every day in the Primary and the lower divisions of the Grammar department; by reason of all which, and the kindly coöperation of music instructors, masters and teachers of every grade, it is believed that a considerable degree of progress has already been made in the right direction in this interesting and important element of our Common School education.

*Committee on Music.*—J. BAXTER UPHAM, JOHN P. ORDWAY, F. H. UNDERWOOD, ROBERT C. WATERSTON, W. H. CUDWORTH, CHARLES L. FLINT, GEORGE MORRILL.

\* Recently, by direction of the music committee, these instruments have been brought to the new "Normal Diapason" of the French.

*Spelling.*—The lesson should be read before it is studied for spelling, whether from spelling-book or the reader. There are various methods of conducting this exercise. No one method should be practised to the exclusion of all others. The mode of proceeding should be varied, in order to keep up the interest of the pupils, and to adapt the exercise to their age and advancement. By reading the spelling lesson, I mean spelling by looking on the words, instead of spelling from memory.

The following are some of the ways of varying this exercise:—

1. Each word is pronounced by the teacher, then pronounced and read in concert by the class. In practising this method, great care is necessary to avoid a sing-song tone. To prevent this disagreeable tone, a slight pause must be made after the pronunciation of the name of each letter. The sing-song tone is a fault never to be allowed under any circumstances; no really skilful teacher ever does permit it.

2. Each word is pronounced in order by the teacher, pronounced in concert by the class, and then read in turn; that is, after the first word has been pronounced by the teacher and class, it is read by the first pupil, the second pupil reading the second word after it has been pronounced by the teacher and class, and so on.

3. The teacher first pronounces each word, and then the pupils pronounce and read individually in turn, after the teacher.

4. The teacher pronounces a word, and then calls upon the pupils at random, to pronounce and read.

5. The words are pronounced and read in turn by the pupils, without depending upon the teacher for the first pronunciation. If a child hesitates in pronouncing his word, or mispronounces it, any one in the class may prompt or correct him. The exercise is thus made a sort of a game, a contest, each pupil being stimulated to try to pronounce his word promptly and correctly, and at the same time to be ready to pronounce any word that may be missed by any other pupil, and thus the capital object of securing the attention of all the members of the class, is to a great extent secured. This exercise will be found very useful in promoting progress in reading,—in training the eye to recognize words by their forms, without regard to connection in the sentence.

6. The pupils may pronounce and read the words alternately; that is, the first pupil pronounces the first word, and the second reads it; the third pronounces the second word, and the fourth pupil reads it; and so on.

7. One pupil may pronounce a word, the next read and pronounce one syllable, the next pupil the second syllable, and then combining it with the preceding syllable, and thus proceeding until the whole word

is read, the whole class completing the operation by pronouncing the word.

8. The above mode (No. 7) may be varied by requiring each pupil to take only one letter instead of a syllable.

9. Every word which presents any difficulty or peculiarity of pronunciation, should be spelled by *sounds*. This should be done sometimes in concert and sometimes individually.

The importance of spelling by writing is now admitted by all intelligent teachers. Some even go so far as to contend that it is the only proper mode of teaching spelling. But there is such a thing as carrying a good method to an injurious extreme. Oral spelling, properly conducted, is very useful, especially in the primary course of education, and it should have at this stage a pretty large share of time and attention. Still, it is not sufficient of itself to make good practical spellers. Spelling by writing should therefore be taught in connection with oral spelling.

I sometimes find written spelling conducted in an injudicious manner. A long lesson is given out, and the children are directed to copy all the words on their slates. This is in some cases required of children who have never been previously instructed to any considerable extent in forming the letters, either in Roman or script characters, and the consequence is that the time which should have been employed in studying the lesson is almost wasted in the task of trying to represent the words by marks which hardly deserve to be called letters.

Oral spelling should precede written. Not that the whole spelling-book should be spelled orally before writing exercises are begun, but each lesson should be learned and spelled orally before it is written, especially in the first steps of instruction. It may be well to assign a portion of each lesson to be copied on the slate; but the amount of writing or printing assigned in this way should be limited. It should be so limited as to leave time enough for studying the lesson, besides the task in writing. It should be laid down as a rule, that every word so copied should be done with great care and exactness. From the outset, the habit of writing neatly and accurately should be cultivated. The teacher in a lower grade ought not to permit the indulgence of any habits which the teacher in a higher grade will need to correct. At first, but a single word should be given to be copied, and the number should be increased only with the increased ability of the pupils to form the letters with accuracy.

*Reading.*—There is, I believe, no branch taught in these schools in which the progress during two or three years past has been more satisfactory on the whole than in reading. This is true of all the classes, from the sixth, where the first step has to be taken, up to the first,

where the pupils receive the finishing touch, preparatory to admission to the Grammar School. The Edgeworths, in their admirable essay on Practical Education, which was written more than half a century ago, say: "As it is usually managed, it is a dreadful task indeed to learn, and if possible a more dreadful task to teach to read. With the help of counters and coaxing and gingerbread, or by dint of reiterated pain and terror, the names of the four and twenty letters of the alphabet are, perhaps, in the course of some weeks, firmly fixed in the pupil's memory. So much the worse; all these names will disturb him, if he have common sense, and at every step must stop his progress." They then describe a method of teaching the first steps of reading, by which they think that "nine-tenths of the labor and disgust of learning to read may be saved, and that instead of frowns and tears, the usual harbinger of learning, cheerfulness and smiles may initiate willing pupils in the most difficult of all human attainments."

The method which they recommended is substantially the same as that now practised by most of our Primary teachers. It is what we call the phonic method. It consists in teaching the pronunciation of words by means of the sounds of the individual letters and of certain combinations of two or more letters. The phonic print invented by Dr. Leigh, is an ingenious contrivance for facilitating the teaching of this method. Leigh's phonic charts and readers have been used in the schools of several districts with marked success. In one school I found extraordinary results produced by a skilful application of the phonic method. I visited the school after it had been under instruction four months; it contained about sixty pupils, whose ages range from five to six years; the whole number did not begin together; they were dropping in during the period of four months. I examined about forty-four of the class, embracing those who had been longest in school. By the programme they were only required to read to the thirtieth page in the first reader in six months, but so rapid had been their progress, that in four months they could read the whole book with facility, and they read too with a proper modulation of voice. They could spell remarkably well, both by letter and by sound. The teacher had prepared them for examination in spelling only to the thirtieth page, but I found that they could spell beyond that limit about as well they did within it. But the most surprising thing these children did was to print a short sentence on their slates from dictation. This is the school referred to in my last report, from which I had received several compositions, with an anonymous note from the teacher. It is in Paris Street, East Boston, and is taught by Miss Elizabeth A. Turner, a graduate of our Training School. She made use of the blackboard in teaching, and carried out the phonic system very

thoroughly, using a system of marks to indicate the sounds of the letters, invented by herself. In beginning with a new class in March, however, she adopted Dr. Leigh's books and charts, as a means of saving some labor. I mention the results of this experiment, not with the intention of advising other teachers to try to advance pupils so fast as to print sentences from dictation, and even write little compositions during the first four months of their schooling, but merely to show what results can be reached by first-rate skill. This teacher does not profess to have any special taste for teaching little children, but finding herself in the lowest grade of a Primary School, she bravely undertook to see what she could do in such a class. And she has proved beyond a doubt, that it is not necessarily a "dreadful task," either "to learn or to teach to read"; for the results I have described were not produced by the help of "counters," or "coaxing," or "gingerbread," or "by dint of reiterated pain and terror." Good teaching and good management made the children willing and cheerful and smiling and very successful. I do not mean by presenting this case to be understood as intimating that every teacher ought to be expected to come up to the same standard. In fact, I am inclined to think that to write sentences from dictation is quite enough, if not too much to require even of the first class. The programme certainly does not require it, and therefore neither committee-man nor master has the right to demand it. But if a teacher can accomplish it without overworking her pupils, and chooses to do it, of course no one ought to object. But I refer to this marked example of success as an illustration of what conscientious and intelligent teaching can do, and to show that the capacity of the human mind to learn is not to be measured by that of unskilful teachers to teach.

*Schools for Licensed Minors.*—There are two schools kept for licensed newsboys and bootblacks, one in North Margin Street and the other in East Street Place. The newsboys attend during the morning session, and the bootblacks during the afternoon session. The average number belonging to these schools has been 91, and the average attendance 79. These schools have been highly beneficial to the classes of boys for whom they were established. Boys are not permitted to sell papers or black boots in the streets without license, and they are not allowed a license unless they attend the school kept for them, one session each day. At least this is the theory on which these schools are conducted. Practically, however, these conditions are not strictly observed. Boys are sometimes allowed to retain their licenses when they are not regular in attendance at school, and on the other hand boys are allowed to sell papers and black boots without license. But, notwithstanding some laxity in executing the rules provided for licensed



minors, the plan of requiring them to attend these special schools is justly entitled to be pronounced a success. The standing committee having these schools in charge have managed them with much efficiency and discretion. The teachers whom they appointed are well qualified for the positions which they occupy. And the truant officers have faithfully coöperated in securing the attendance and good behavior of the pupils. It is quite evident that these schools have already done much to improve the character of the classes of boys who attend them.

*Evening Schools.*—The present school-year has been signalized by the establishment of Evening Schools. The sum of five thousand dollars was appropriated by the city council to defray their expenses for the current year. The standing committee appointed to organize and supervise these schools have devoted much time and labor to the discharge of the duties which have devolved upon them. As a detailed report of their doings will probably be submitted to the Board by this committee, I shall at this time only refer to them in a general way. The whole number of schools carried on during the winter was nine, located as follows:—

Chambers Street Chapel; Warrenton Street Chapel; Washington Street, No. 847; Anderson Street; North Bennet Street; Gloucester Place Chapel, Drawing School; South Boston, Lyceum Hall; Day's Chapel, Highlands; Gun-house, Highlands.

Whole number of teachers employed was 44; of whom 20 were male, and 24 females.

The whole number of pupils enrolled was 1,566; the average attendance was 544.

The whole amount expended was \$4,216.16.

A good beginning has been made. Modifications of the provisions for these schools will doubtless be made as experience shows them to be needed. In New York, a large Evening School of a higher order has been in successful operation for several years. In Gloucester Place Chapel there has been kept an Evening School, supported by a charitable organization, in which the higher branches were taught. I have no doubt that an Evening School for the higher branches would be well attended.

*Latin School.*—The special function of this school, as set forth in the rules and regulations, "is to instruct boys in the Latin and Greek languages, and in all other branches of study necessary to fit them for admission into colleges of the highest character." And it is doubtful if any other school in the whole country has done so much as this has, to raise the standard of classical instruction. It has aimed to bring its graduates up to a high standard of scholarship rather than to grad-

uate large classes. It may have gone sometimes too far in this direction. And yet a good percentage of its pupils have completed the course of study.

There is one element in the management of this school by the principal, which might be imitated, it seems to me, with advantage, by the principals of other schools. At the end of every month each class is examined orally by the principal in the presence of all the other teachers of the school, who are required to mark the degrees of merit of each class according to their judgment. The marks are then compared, and the performances of the classes are more or less discussed. In this way the principal is enabled not only to ascertain what has been done by the school, but he can also, in the most effectual way, convey to his teachers his ideas of the best way of handling the classes, and of what to teach and how to teach.

*Industrial Education.*—The instruction in our schools is exclusively intellectual, with a single exception. Plain sewing is taught to the girls in the lower classes of the Grammar School. This element of instruction was introduced some years ago in the face of strong opposition from those who thought that it would tend to reduce the standard of scholarship, and thus to some extent defeat the objects of the schools. But no such results have followed. In two of the Grammar Schools, however, sewing is dispensed with by special vote of the board. But I have never been able to discover that the pupils in these classes which are exempted from sewing have been any more proficient in their studies than the pupils who are not exempted. And if they were more advanced, that circumstance would seem to afford no good reason for the exemption, inasmuch as the girls who give an hour or two a week to sewing, get quite as much intellectual drill in the school studies as is good for them.

Many thoughtful and philanthropic persons in the community are beginning to feel that we are concentrating our efforts too exclusively upon intellectual instruction. It is thought that the tendency of the schools is to give the pupils a distaste for manual occupations, that they are too much stimulated to persevere in their school studies by fallacious hopes of obtaining a livelihood in occupations which do not require manual labor. To counteract this tendency and at the same time to supply the existing demand for skilled labor, the project has been suggested of establishing one or more special schools, in which boys and girls might be taught various trades in connection with ordinary branches of elementary education. How far such schools would be practicable I am not prepared to express an opinion; but I am in favor of adapting all our educational systems and institutions to the

actual wants of the community, and it strikes me that this question of industrial schools is at least worthy of careful investigation.

*High Pressure.*—"The school system of New England is at the present moment our glory and our shame. We feel a just pride that among us education is accessible to all, because our Public Schools are open to the humblest persons. But in our zeal for general instruction, we sometimes forget that a majority of men and women must labor with their hands that the world may not stand still, and that all may not lose by disuse the power to labor. We cannot train all our boys to be statesmen and divines, nor all our girls to be authors and lecturers, or even teachers. We ought not, therefore, to drive them into the false position of expecting to attain by extraordinary effort a place which neither nature or circumstances have made possible. Many unfortunate children have been ruined for life, in body and mind, by being stimulated with various inducements to make exertions beyond their age and mental capacity. A feeble frame and a nervous temperament are the two sure consequences of a brain overworked in childhood. Slow progress, rather than rapid growth, tends to establish vigor, health and happiness." These are the words of an eminent authority, both in education and in medical science. They are from the pen of Dr. Jacob Bigelow.

During the past ten years this subject has received much attention, but it has not received all the attention it has needed. There are still too many overworked pupils in our schools. We graduate too many pupils with feeble frames and nervous temperaments, and too few having a sound mind in a sound body.

It is true that this evil is not now so general or so grave as it was some years ago. The school sessions have been shortened, the vacations have been lengthened, home tasks have been restricted, and in respect to girls in our Grammar Schools, prohibited altogether; the school accommodations have been improved, and physical exercise have been made obligatory in all the schools. These provisions, which have been from time to time adopted by the school board, have diminished the evil of excessive attention to school lessons, but they have not cured it. To complete the reform which has been begun, further agitation of the subject is needed. The regulations of the schools in respect to this matter are wise, and would perhaps be sufficient for the accomplishment of the object in view, if they were strictly obeyed.

*Superintendent of Public Schools.*—JOHN D. PHILBRICK.

## CHELSEA.

*High School.*—The board, after careful consultation, resolved to return to the policy so long pursued in this school, of employing female assistants to supplement the work of the principal. This conclusion was reached not because the employment of a male assistant had settled the comparative value of one sex over the other for this particular service, but because it was considered that for the established salary, which was less than the compensation of a sub-master, we could secure a female teacher of equal efficiency. The labor involved, however, in obtaining the proper person to fill the vacant place, can only be appreciated by those whose attention has been drawn to the subject. The sub-committee were forced to visit many cities and towns in the Commonwealth, and even to go out of our State limits, in search of a suitable candidate. This labor recurs with every vacancy in our corps of assistants. With all our supposed facilities, and notwithstanding the number of young ladies of culture and practical scholarship presumed to be sent forth yearly from our Academies and High and Private Schools, it is surprising to find how small is the number of those who are qualified, under any strict tests, to fill the place of assistant in a High School. The graduates of our Normal Schools do not meet the requirements of the position, from their deficiency in scholarship—a deficiency which results from the fact that our studies are out of the Normal School range. Only the few who have enjoyed the special advantage of a thorough and careful training in this line of studies, and who add to their own attainments, skill and ability in teaching, can be intrusted with the duties of such a post.

The plan of monthly written examinations has been continued through the year. It is attended with great labor on the part of the teachers, but has proved of the highest service to the scholars, by imparting to them more freedom, as well as more exactness of expression, and by the stimulus it gives to attention. It supplements, in an admirable manner, the work of the daily recitation, and furnishes an additional test of the fidelity of the pupils.

The subject of a collateral two-years' course of study in the High School, has received the special attention of this board during the year. A select committee, consisting of the chairman of the High School and the chairmen of the Grammar Schools, has carefully weighed the advantages of such a course, and presented a scheme by which these advantages may be secured to a certain class of our boys, in a report which was published and is now on file. Many of our citizens earnestly believe in the practicability of adapting the course

of study to meet the special wants of that large aggregate of boys, who, from the circumstances of their parents, are unable to enter the University, and are consequently to pursue some branch of mercantile or mechanical employment. These citizens not unwisely assume that the ideas and appliances of our educational system should be directed to the actual wants of the scholar,—that the boy who is hereafter to be a merchant, should be trained in such studies as will develop the mercantile faculty, in the same manner, if not in the same degree, as the scholar destined for a professional or literary life should be trained, so that the logical and practical deduction is, that the High School should furnish a course of study adapted to this end. It is difficult to avoid the force of this argument, for it would seem that if the statute absolutely requires us to provide the classical and literary course, justice to the community demands also the mercantile or practical course. The board maintain the opinion that these two courses may be combined in the High School, if the community so far desire this result as to contribute the funds necessary to secure it.

In spite of defects and shortcomings, the High School is the crown of our system of public instruction. A cloud of witnesses attests its work. What it has already achieved for the character of this community, cannot be measured merely by the lives of useful men and women, its graduates. It is but the simplest truth to say that the school has drawn up to its own plane all our lower schools. By its high standard of teaching and of accomplishment, it has raised all beneath it. It has thus been worth to this city far more than it has cost. From its ranks have come forth many of our most worthy and efficient teachers, and its pupils, wherever dispersed, confirm the value of its discipline. Let it be cherished by our citizens, with such additions or improvements as the best judgment can suggest, for that will indeed be a dark day in our educational horizon, when the light of the High School shall be lost!

*For the Committee.*—TRACY P. CHEEVER.

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## WORCESTER COUNTY.

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### ASHBURNHAM.

The past year has been signalized by the abolition of the<sup>r</sup> district system. Some hail it as a great stride in advance; others consider it as a destruction of an ancient landmark and privilege, which beto-

kens anything but progress. To them, it is a step backward, in respect to a primal principle of our institutions—local self-government. The writer of this has undoubting confidence in the democratic idea. There should be a constitution embodying great principles. General laws should be enacted by the people, and for the people. Much room should be left for adaptation to local conditions and wants. To accomplish this, liberty should be given to make regulations, and to legislate even, within certain generous limitations, to all the smaller divisions of a community, as towns, parishes, &c. The privilege of executing the laws and regulations for the common weal, by officers of their own appointment, should be guaranteed. This we conceive to be the outline of the best form of government. It will not be perfect. There will be many failures. Else it would not be human. It will not run of itself. Virtue and knowledge are its bases. They are its interior forces. The fountains of supply must be kept full. But, such being the case, it will be vastly the most efficient government. With this faith in us, we think it would be safe to intrust to school districts the entire work of Common School education within their limits. They would possess comfortable school-rooms, furnish sufficient means, efficiently superintend their schools by themselves, or by proxy. The value of their property, the success of their children in life, would depend upon their action. They would wish to do as well as their neighbors. They would be impelled to guard against small districts, and against dissension, which is the rock of peril in all democratic communities. Nevertheless, it would be burdensome to many districts to support their own schools and afford equal privileges to their children. Hence, many think that a larger area, the town, should be the unit of education, affording facilities to all, not only of primary, but also of higher, instruction. However this may be, we regard the repeal of the law as unfortunate for many of the country towns. That law left it optional to retain or abolish the district system. This certainly was fair; for so soon as the people saw the town system to be preferable, they would adopt it. To do it before such conviction on the part of the majority, would be to arouse a powerful opposition against the new method, and greatly to embarrass, and lessen the influence of, those who would work quietly for the good of the schools. While all that has now been said may be cheerfully admitted, yet no reflecting man can deny that the system abolished had its disadvantages. It was a mixed system. It was neither a town system nor a district system. It should have been the one or the other. It was a partnership between the town and the district, with important, but unequal, powers. Often, neither party was satisfied with the other. The district furnished the school-house,

and its care, selected the teacher, &c., and there its power ended. The town provided the means of instruction, judged of the qualifications of the teacher, and had exclusive power to control the school thereafter. Both parties having valuable interests at stake in the school, it was right both should have a voice in its conduct. When all went well, there was peace; but when there was a difference of opinion about the approval of teachers, or about stopping or continuing a school, then the town power was denounced, and the helplessness of the district was bewailed, and sometimes much unhappy contention was the result. Again, neither committee was fully responsible for the schools, and so not likely to be as careful as it would otherwise be.

Now let us look at the position in which the present law puts us: All the school-houses become the property of the town, and are paid for by assessment on all the inhabitants, according to their property. All new buildings and repairs will be provided for in the same way. This will relieve the border districts of unequal taxation. The schools will be kept in the school-houses, as now, unless, by some arrangement, good school privileges can be enjoyed otherwise. Doubtless they will all be of equal length. Also, a High School may be established, which will confer a good academical education upon all who will improve its privileges. And, though it cannot be equally accessible to all, and, consequently, not equally valuable, yet it will be reached as easily as the store, the town hall, or the church. Nor is there this sort of equality of privilege in any school district, even. Also, the future will falsify the past, if some of the brightest, most influential minds do not come from far-off homes among the hills. The committee, who will manage the schools, will be chosen in open town meeting, annually. If the people can ascertain their own wishes, surely they can, with care, appoint those who will represent them. The committee can consist of any number divisible by three. Consequently, if it is desired, one member can be selected from each district. When the committee is organized, they can vote, if they please, to authorize that member, to engage and examine a teacher, and supervise and control the school therein at his pleasure. Thus the schools might be put far more completely than now, into the control of the several districts. In this case, however, the committee would be chosen in town meeting, and for three years, and not as now, in district meetings, and for one year.

Farther, the school in the vicinity of any inhabitants will be their school still in an important sense. Their friendly influence will be needed still by their children, by the teacher, and by all interested. And no higher honor can come to any section of the town than a

school of orderly, well-behaved, and intelligent children. Well may all be watchful of its welfare. It will be likewise true that the residents of each section will have the same power in appointment of conductors of the school, which they have in choosing agents to manage the general affairs of the town, or in appraising their property, or assessing their taxes—confessedly pretty important matters. Many sources of interest, then, will remain. We may, in our dissatisfaction, injure or ruin our schools, and waste our hard-earned money. But will it be wise?

*School Committee.*—L. L. WHITMORE, F. A. WHITNEY, J. D. CROSBY.

### ATHOL.

In the mind are vast hidden treasures, latent powers, unbounded capacities. To develop these, as we develop the hidden wealth of nations, by bringing out of the sea and the earth their buried treasures, is the work of the educator. True, it may be necessary, as a stimulus, to put something into the mind, just as the agriculturist finds it necessary to work fertilizing substances into the soil. But idiotic indeed must be the agriculturist who would rest satisfied with simply enriching and stimulating his soil, without further efforts to bring forth the golden harvest. The fertilizing stimulus is necessary, but is not the primary object; it is the means, not the end. The soil that cannot be made to produce something, is poor soil; to the agriculturist it is worthless. Just so with the mind. If it cannot be made to bear fruit, it is a poor mind; it cannot be profitably cultivated. The educator may empty his own mental store-house into it, still it is not truly educated unless it is stimulated, quickened, and inspired by what it receives, to bring forth something new from its own hidden treasury. The soil is not benefited by fertilizers, unless it can use them to produce vegetation; nor is the mind benefited by facts and principles of which it can make no practical application. A branch of knowledge heretofore too much neglected is, to learn to use what we know. A scholar without a practical, reasoning mind, is of but very little worth in the world; not much better than a "learned pig."

The child whose latent powers of mind have been awakened, inspired and led forth to severe, protracted, searching study for truth, is better educated than the one who, for a prize or a name, commits the text of every lesson, answers promptly all questions read from the book, and stands constantly at the head of his class. The latter, according to common idea, is a brilliant scholar; the former, a dull plodder. But the one has, at best, only quickened his memory, while the other has disciplined his whole mind. A retentive memory may



make a fascinating show ; but a strong mind depends upon the harmonious development of all the mental faculties.

Many of the mightiest men the world has produced, were not accounted good scholars in their early youth. They were doubtless good thinkers, but poor reciters. Their minds were led forth into close investigations of important principles ; they thought, they analyzed, they compared, they reasoned, they went deep for hidden treasures, and, in the fullness of time, startled the world by revelation of truths never before conceived of. Not satisfied with the common facts of history and science, they sought to widen the boundaries of human knowledge,—sought for something unknown and hence not to be received from others, but found only by minds well trained and developed. From such minds come the most precious gems of knowledge and wisdom. Mere memorizers, on the other hand, never make great discoveries or originate grand thoughts and ideas ; they seldom maintain in mature life the rank won in childhood. The reasoning, originating mind, even though slower and less brilliant, should always rank higher than the receptive mind. It is no great task to dress up and peddle other men's thoughts, but a great work to think for one's self, and go beyond the known to the unknown. Knowledge to use and ability to acquire information, are better tests of education, than is mere possession.

We have dwelt thus long upon this idea of education, believing it to be at the foundation of the future success of our school system. The system has unquestionably accomplished a great, grand work, and been justly popular. It has lifted the masses out of a low mediocrity, if not from a lower depth. It has given to them a commendable quantity of valuable knowledge. It has done just what it aimed to do, but unless its aims and purposes are elevated and intensified, it must go under. It is, no doubt, a good system, but needs to be improved to keep pace with the progress of the age.

Most of us who were brought up under and nurtured by the system, are mere copyists, repeating our predecessors' lives and heralding their doctrines. To a certain extent this is well, unavoidable ; but we ought to go beyond our predecessors in grandly thinking and nobly acting. The child ought to outgrow his parents' mental raiment ; but it often happens that he cannot fill it. This will always happen, but doubtless, less frequently, could we have an improved system of education, based, understandingly, by general consent and co-operation, more upon the development principle and less upon that of stuffing or ornamentation. Establish, as the standard of excellence, ability to think, and reason, and educe general principles from specific rules, then will scholars try to excel in this direction, and a Christian rivalry

will spring up among teachers to surpass each other in the unfolding of youthful minds. Parents will no longer smile complacently at the heedless prattle of their children, in fluently repeating words committed, without receiving ideas or understanding therefrom. Then, indeed, we may not have those pleasing exhibitions, under the name of examinations, now so common, but we shall have a generation of boys and girls, who, in mature life, will exemplify the faithfulness and wisdom of their parents and instructors, and give an impetus to the world's progress unparalleled in past ages.

What we need then, pre-eminently, is an improved idea with regard to the essence, means and object of education, upon which to base an improved system of instruction and discipline. Schools have already been made to conform too long to common notions. Now the common notion should be brought up to the exalted height of perfect schools, the true object of which is mental development coupled with the acquisition of knowledge, the development holding the primary rank.

*For the Committee.*—IRA BAILEY.

### AUBURN.

We believe in good roads, but infinitely more do we believe in good men and good women, such as are reared in our Public Schools when they are what they should be. Our citizens are not and should not be satisfied with inferior schools, and good teachers can and will command fair compensation. We should be glad, therefore, to see such an appropriation made for the next year as will support satisfactory schools for six months at least.

The more attention we have given to the schools during the year, the more firmly we have been convinced that in no way are public funds so profitably expended as in establishing and sustaining good schools, where pupils shall be taught, not scientific truths alone, but good morals and good manners.

Without desiring to increase the labors of our teachers, we should be glad to see more attention given in most of our schools to legible and graceful penmanship and a practical business education. Our scholars should be competent to write letters faultless in orthography, punctuation and composition; make out in due form bills, notes and receipts; and keep accounts with perfect accuracy, before spending any time with algebra. While the district system was in force some of the inhabitants objected to building new school-houses on account of the unequal burden of taxation. As that is now past, and the school-houses are the property of the whole town, we earnestly hope

that such action will be taken as will secure to us comfortable, convenient and attractive school-rooms.

Another matter to which we wish to call your attention is that every year many of our more advanced pupils attend schools in Worcester. Could we not, and would it not be advisable, during a portion of the year—perhaps during the autumn and early winter—to maintain a school in the centre of the town, where the more advanced pupils from all the districts could, at the public expense, pursue some of the higher branches of study?

We think such an arrangement would be useful too, by bringing together scholars from different parts of the town and promoting good feeling among them.

*School Committee.*—S. A. NEWTON, Jr., E. A. E. POND, M. E. ALDRICH.

### BLACKSTONE.

*Visitors.*—We have the names of four hundred and twenty-seven visitors to the several schools during the past year, we are pleased to say a large increase over the previous year. It assures us that the interest in the cause of education is awakening; that the parents and the friends of education are not disposed (as in times past some have been) to have our schools pass an entire term without a single visitor entering the school-room to break the monotony that reigns within, “for where the treasure is, there will the heart be also.” No argument would satisfy an ordinary mind, that the person who never visits a school-room, feels any amount of interest in the cause of education. There are many parents who look after their children anxiously, who guard them as they would their greatest treasure, who with pride behold them day after day, as they develop those qualities which make up true men and women, warding off every influence that tends to operate injuriously upon their moral as well as their physical welfare; but the place above all others where the germs of the future man or woman are first found, developed, trained into action—the place above all others (aside from home) where the plastic minds of children and youth receive the most lasting impressions, never is honored by their presence. They find time to discharge every other duty, keep well posted on political affairs, are well known at the social gatherings; but to the inquiry whether their children are making good, substantial progress in school, can only answer, “We hope so.”

*Chairman.*—S. THAYER, Jr.

### CHARLTON.

*An Additional Term.*—At the last annual town meeting it was voted to extend the school sessions to thirty weeks, in order that an

additional term might be secured, thus making the spring and fall terms nine weeks, and the winter term twelve weeks, as usual. The superintendent, in his efforts to secure this measure, received the aid and encouragement of many of our citizens; and the readiness with which it was carried showed that there is a willingness on the part of our people to adopt any new method that will increase the usefulness of the Common Schools. The additional cost will be but a trifle compared with the results that will flow from this measure. And, furthermore, now is the time to act. While nearly one-third of the farms in the town are for sale, would it not be well to make some extra effort to induce strangers to take up their abode with us? One of the first inquiries that are made by persons who are in search of new homes is, "What is the condition of your schools?" People regard the condition of the schools more than anything else, while in search of new homes. And unless the citizens are willing to do more for schools than they have been in past years, and greatly improve them, men of means and enterprise, who are seeking to locate themselves, will pass by our town, and find in some other town that which they cannot find here. At least a thousand dollars additional appropriation yearly would prove a good investment, in the greater usefulness of our schools, and in the wealth and enterprise that would thereby be drawn into the town.

*Visiting Schools.*—One method of adding to the usefulness of the school is by visiting them often. There is but little trouble in those schools that are frequently visited by parents. In school No. 6, the register shows that not a single parent visited the school last winter. A number of persons living in other parts of the town went into the school at various times, and nearly all of them testify in favor of the teacher. The registers of other schools also reveal the sad fact that parents have been very remiss in this respect during the last year. Within the last three years the superintendent can remember but a single instance where a parent complained after having visited a school. One thing is certain, that the oftener parents visit the schools where their children attend, the less reason will they have to find fault; and thus learning the difficulties with which the teacher has to contend, they will soon see things in a different light. Good order and discipline are thus insured, and the teacher will not only successfully teach the requisite studies, but also inculcate "the principles of piety and justice and a sacred regard to truth" \* \* \* and those other virtues which are the ornaments of human society and the basis upon which a republican constitution is founded.

*Superintendent.*—EDWARD SMILEY.

## CLINTON.

Some parents assume—and the more stupid the parents, the stronger the assumption—that their children are capable of making more rapid onward progress than the judgment of the committee would dictate, and whose sole ambition seems to be that their children use a larger book, or stand in a higher class; and it is a fact to be regretted, that the yielding to parental preferences in this matter is almost sure to result to the serious detriment of the child, who, instead of gliding smoothly along under a course of instruction adapted to its capacity, is constantly harassed by failures, reproofs and penalties; his mind becomes morbid, his ambition is blasted, his disposition soured; he acquires a disrelish for all intellectual pursuits; and his school-going days, instead of mingling in after life with the pleasant memories of childhood, are, in his mind, a desperate and standing argument against the desirableness of a repetition of his earthly career. A practice, tending to the same result, somewhat extensive in our schools, your committee would allude to in this connection; premising first, that knowledge is the natural aliment of the human mind, and that, while the digestive organs of the physical system can minister to the growth, health and strength of the body only when proper nutriment is properly supplied, and the appetite thus kept in its normal condition; so the powers of the mind can be developed to their best estate, only when all the functions of the mental system are in their best working order. This practice consists in assigning a *task*—as a lesson is very apt to become—and then saying to the scholar—not exactly in the style of the old dispensation—“do this and live”—but, “if you miss you must lose your recess,” or “you must stop after school,” or some other penalty, which will be likely to prove anything but an agreeable condiment in the intellectual feast spread before him. This practice, pursued as it is in some of our schools produces a parallelism in the memory of the scholar, not perhaps consisting of “a parrot, a poppy and a shepherdess—a parrot, a poppy and a shepherdess,” but, which is a far less pleasing association of—study and penalty—study and penalty. Suspended by a slender thread, a doom hangs over the victim, and a word missed or an imperfect lesson snaps the thread and down it comes upon his devoted head. Is it strange that so many children in our schools do not love study? that they acquire a distaste for it, and finally a disgust? It is not difficult to trace the connection of cause and effect. If a different effect is desired, a different economy is to be pursued, a different class of motives is to be presented. Instead of the forcing system, under which the scholar gets his lesson with the fear of punishment before his eyes in case of failure, he needs to have his appetite

quicken by a judicious supply of palatable food, which is the best, and perhaps the only remedy for dyspeptics, physical or intellectual.

*Chairman.*—C. F. W. PARKHURST.

### DOUGLAS.

The Act of the legislature last year abolishing the school district system throughout the Commonwealth, has been acquiesced in (reluctantly on the part of some) by the inhabitants of this town. Judging from the limited experience of one year under the "new order of things," those even who were the most bitterly opposed to the abolition of the district system will have no cause to complain. Under the district system the smaller schools out of the village in the farming districts, were the ones that usually suffered most, by short schools and inefficient teachers—frequently not having more than from twelve to sixteen weeks schooling in a year. Now each scholar in town shall be entitled to an equal amount of schooling, irrespective of his locality, rank, or condition. Under these favorable auspices, enjoying a greater equality in the blessing and privileges of schooling than ever before enjoyed, and with the liberal appropriation now made by the town for our Common Schools, we congratulate our fellow citizens, on the brighter prospect before us, for the better education of our children.

*School Committee.*—W. D. JONES, WM. T. BRIGGS, A. F. BROWN.

### FITCHBURG.

It must be observed that the teacher has to do not only with the intellect, but with the heart of the pupil. We have no agency and no institution at present except that of the family, and we hardly except that, and none that is available, by which the character of the future community is, or may be, so much affected as by the Common School. The six hours a day of term time, during which the teacher may exercise a direct control over the minds and hearts of the children, gives more time and more influence to the teacher than is ordinarily given to any other human being. To what institution or agency more than to this, are we to look for that citizenship, if not that statesmanship, which is to give steadiness and security to the grand voyage, we trust, of indefinite length, which our ship of state is making.

Let us make one obvious remark more, and that is, that the spirit of Christianity, not those things which divide people into sects, is indispensable in the government of the school-room, in the formation of that thorough integrity in the pupil, that elevated tone, that true honor and that strength of principle which will counteract the perils

of the great blessing of freedom. We very properly extend the hospitality of our government and institutions to the people of every nation, Christian, Jewish and heathen, and we must be prepared to meet the responsibility of that policy. It cannot be done by any perfection of intellectual training in atheistic schools. In the light of these views we cannot but think that the people have great reason to take to their hearts and cherish, as vital to their best interests and hopes, the great institution of the Common School. Indeed, one of the needful conditions of a reasonable success of our schools is that their value should be appreciated by the community, and that the moral force derived from this appreciation should communicate its powerful impulse to schools, to teachers, and to the school committee. Enthusiasm is contagious, and its power for good, in the cause of education as in every good cause, is increased immeasurably with the increase of the numbers moved by it. Let the hearts of the whole community be in this work and there will be no energies available for its success which will not be put in requisition to make that success complete.

*School Committee.*—ALFRED MILLER, C. H. B. SNOW, GEO. D. COLONY, HENRY L. JONES, GEO. A. TORREY, THOS. S. BLOOD.

#### GARDNER.

Early in the year, shortly after the election of your committee, the district school system of the State was abolished by Act of the legislature, said Act to take effect at once. By this change, additional responsibilities came upon your school committee, which they have assumed and met as they have been able. What the result of this legislation may be, perhaps remains to be proved; but it is believed that it will work for the good of the schools. A law previously existed allowing towns to adopt this course, if they found it most convenient, or deemed it best adapted to promote the cause of education among them. As a general thing, when this course was pursued, it was approved; the results were gratifying. Now that this system has become uniform through the State, we hope its influence will be for good. We trust that it will be so in our own town. We are aware that exceptions may be taken to this new course, as it would be difficult to propose any change that could not be objected to. By this system all the Public Schools of the town are brought under one supervision,—subject, of course, to the direction and control of the town,—which would seem to be, on many accounts, more desirable. Under the old system where the selection and appointment of teachers belonged to the district committee, subject to the examination and approval of the school commit-

tee, there was a possibility of being involved in some unpleasantness, and, withal, it would appear to be one link in the chain of relations not necessary. If there should be local preferences for certain teachers, it is to be supposed that a prudent committee would recognize such preferences, and yield to them. It may be said that the school district was a sort of little republic, the affairs of which were managed by those within its limits, and that, by this Act, this republic is overthrown and its subjects deprived of certain cherished rights. But instead of this being the case, has there not rather been an extension of right and privilege by introducing the subject into a larger circle, and thus securing the privilege of acting with and for the whole town, in regard to schools?

It may be a question worthy of thought whether there ought not to be more time given to study in our Common Schools, at least in our village schools, and have three terms, instead of two, and making them somewhat shorter. There would be many advantages in connection with such a course. Thus, when teachers of the best class are secured, they would have more encouragement afforded them to continue, term after term, in the same school. Their income would be more, and they could devote themselves more exclusively to the business of teaching, and their services would be worth more to the school, by continuing a number of terms in succession, than by the school changing every term. A teacher can do more a second or third term than the first. Again, during the long vacations the scholars lose much that they had acquired during the previous term, which it frequently takes them half a term to recover, and thus are kept going over the same ground, without much advancement, term after term.

*School Committee.*—C. K. WOOD, J. M. MOORE, DAVID KELTON, JOSEPH BURNETT.

## HARVARD.

We recognize with a great deal of pleasure the readiness with which the town makes its annual appropriations for the support of schools. So should it be, for they constitute the highest interest about which we are called upon to legislate. This year it was only necessary to state our wants in this department to have them readily complied with. And yet there are some who complain that we pay our teachers too high salaries. The question is, Are we to be content with inferior men and women to educate our youth? We would not trust incompetent people with our money, with the general management of our farms or our workshops, and shall we not use at least equal care and bestow equal expense when we are employing persons whose influence shall be for good or ill over the whole lives of our children? We believe



in a just economy and shall try not to lose sight of it. But we must have good teachers, and it should be borne in mind that we cannot fix the market value of their services. No vote of the town and no economy of the committee can change this market value. We pay only what others do, and what we must give, if we are to have good schools.

Another reason why we should not try to employ teachers for less than the market value of the services of competent and faithful young men and women, is because it is not desirable to change teachers continually. One reason why yearly schools are so much better than those we have been able to have, is because the same instructors remain a long time with the pupils. The advantage of this is manifest. Those who best understand human nature know, that although some people are easy to understand, may almost be said to carry their characters in their faces, yet there are those, to know whom, not a week nor a month of observation will suffice.

It has sometimes been said that the committee are opposed to the introduction of advanced studies into our schools. That is not the whole truth. We believe in thoroughly teaching the primary studies first, and then, if there are pupils far enough advanced and the teachers can find time (and in most cases earnest teachers can, either in or out of school), we will not be behind the first in our welcome to any reasonable number of higher studies. A competent instructor can teach much of rhetoric and history and literature in connection with reading. The more advanced our schools are and the higher the rank they assume, the better satisfied shall we be. Let us build high our edifice, but first make our foundation sure.

*School Committee.*—S. G. CLARKE, NOAH WARNER, AUG. J. SAWYER.

### HARDWICK.

The committee have also, during the past year, given special attention to the cultivation of the art of good reading in our schools. We consider this one of the best accomplishments for our youth. Its importance deserves the particular and earnest attention of all employed in promoting our educational interests. The committee introduced a new series of reading books, which they deemed better adapted to drill scholars in reading and in elocutionary exercises than those we have previously used. The attention of both teachers and their pupils has been repeatedly turned to the subject of good reading, and the necessity of improvement in this comparatively neglected branch of education. We secure by good reading the forcible expression of the thoughts and emotions of the author. It vividly expresses on the

mind of the hearer, the sentiments of the writer. We desire to have persons read to us in a manner that will give us both the thoughts and emotions of the author. The teacher must first secure from his pupils a sufficient amount and force of voice. They must be drilled in exercises calculated to produce it. The pupil should acquire as early as possible, the correct pronunciation of words at sight. This is essential to fluency in reading. This will also demand of the teacher a steady, persevering course of earnest drilling. In some cases, constitutional diffidence will have to be overcome by practice. There cannot be intelligent reading where the reader fails to comprehend the meaning of the writer. Pieces selected for reading exercises should be such as the scholar can readily understand. They should be led to give that attention to the sentiments of the writer that will enable them to give an intelligent account of what they have read, after the book has been closed. Good reading can only be acquired by long practice. But the value of the attainment will amply repay for all the self-denial and severity of toil it will cost. It is one of the brightest jewels in the crown of scholarship. It deserves one of the very highest places as an accomplishment. Was not Demosthenes abundantly repaid for all his sacrifices, in acquiring such commanding eloquence? So will the person be, who becomes a good reader, at whatever severity of toil he may have secured the art. Inattention to this subject has given to the world a smaller number of good readers than good singers. Why should not good readers be as numerous as good singers, were the same interest felt in the art, and the same unwearied practice bestowed upon it? Would it not be as interesting and delightful an entertainment? Our Common School teachers should qualify themselves to give correct examples in reading. Imitation has much to do in acquiring this highly desirable attainment.

Your committee also feel that there should be a more elevated standard of qualification on the part of Common School teachers. An influence goes forth favorable or unfavorable to their pupils, from what teachers are themselves. Do not persons in contact with superior minds, often unconsciously catch their earnestness, their urbanity, their zeal and glowing interest in the pursuit of knowledge, which can be communicated only by personal intercourse? How greatly often is the mind quickened by contact with a living teacher of eminent qualifications! How powerful sometimes is the influence on the mind of that familiar interchange of thought and personal fellowship between teacher and pupil! It is an influence that cannot come from books. It is of high importance what teachers are themselves. Are they warmed to their work, genial in their disposition, enthusiastic in their employment, and thus adapted to attract their pupils and im-

bue their minds with their own spirit? All teachers should know something of the laws of mental culture. It is as necessary as for the carpenter to understand the principles of his occupation. Some knowledge of the philosophy of teaching is essential in preparing them to meet the wants of pupils in their various degrees of mental development. The more skilful teachers are in their explanations and illustrations, the more successful will they be in their work.

Your committee conclude their report by presenting to your view the high importance of moral instruction in our Public Schools. The intellect probably receives greater attention than the conscience and heart. Is it not desirable that the whole man, in his physical, intellectual and moral nature be cultivated—efficiently trained? Why should the moral training of the young be neglected, while such earnest attention is bestowed upon the intellect? Is not goodness of heart to be preferred to brilliancy of mind? Is not reliability of character as desirable as progress in study? Is a well-trained intellect more important than a virtuous character? What is the value of mental power without moral principle, patriotism, truthfulness, honesty, and a life of virtue? Should not our youth be trained to what is noble, manly and right? Under the influence of a moral education, they should be led to live the beautiful life of virtue. Have not our schools been established for the purpose of educating the young for the duties, privileges and responsibilities of American citizens? What is necessary to a good citizen of the freest and best government on earth? What is necessary for the faithful discharge of these high and solemn duties? Do not the safety, stability and prosperity of our republican institutions rest upon the intelligence and morality of the people? Do the interests and destiny of this free nation rest upon the moral character of the people? What, then, is the vast importance of moral instruction to the young! The perfect freedom of our schools from all sectarianism does not exclude the cultivation of the heart and conscience, or the reading of the Bible without comment, which must be acknowledged the purest and best source of moral instruction to which the attention of man can be directed.

*School Committee.*—MARTYN TUPPER, C. SOUTHWORTH, J. C. GLEASON.

### HUBBARDSTON.

We take this opportunity renewedly to express our unfailing interest in and deep affection for those now young, who are so soon to take our places upon the arena of life. When we calmly take a retrospective view of the past, and carefully consider the grave responsibilities which have been resting upon us, we are almost involuntarily led to

serious reflections. How momentous the thought, how solemn the reflection, that we,—parents, teachers and committee,—have, during the year now past, both by precept and example, been making impressions upon the susceptible minds of the children and youth connected with our schools, which shall remain when yonder glorious sun and beautiful stars have faded away and left the universe in rayless darkness. Is it not true that we are careful,—yes, anxious,—about many things of minor importance, whilst we are truly unmindful of the measure and extent of our personal responsibility, in relation to the mental and moral improvement of the rising generation? Who does not believe that the future welfare of the State and nation will depend very much upon the faithfulness of the present generation, or upon our fidelity, as it respects those to whom we are so soon to commit the management of the affairs which now press so heavily upon us, while we go down to the resting-place of the fathers? These, now children, with minds so plastic and impressible, will then be men and women, strong and vigorous, moving and acting by impulses received from the present generation. Hence the necessity of sleepless and untiring vigilance, in directing, guarding and protecting those upon whom the responsibilities of society are so soon to rest,—of preparing them for a proper discharge of the duties of citizenship.

Other instrumentalities have been and doubtless will continue to be effective in promoting this important result; but we feel assured that none is so efficient for good in this direction as our Common School system bequeathed us by our ancestors. As if endowed with wisdom far beyond the age in which they lived, possessed of the broadest and deepest philanthropy, they did, with a liberality truly commendable, seek to establish schools of learning for the public good. While we remember them and their self-denying efforts and labors for our good with undiminished gratitude, let us awake to a deep sense of our individual accountability in relation to these nurseries of science and art. We feel that there is not such a manifestation of interest on the part of the parents as is absolutely necessary for the highest efficiency and best success of our schools. Are we in error in entertaining this opinion? Is it not true that they are very busy with their farms and their merchandise, and too much engrossed in these things to give that earnest heed to these other matters which their importance demands?

*School Committee.*—HORACE UNDERWOOD, P. M. VINTON, EDWARD B. SAVAGE.

### LANCASTER.

In view of the general public interest in the considerable changes which have been made the past year in the town schools, your com-

mittee offer no apology for devoting the body of their report to a consideration of these changes, a task neither disagreeable nor unsatisfactory when the results of the year are regarded.

The committee of last year, in a special report, recommended a consolidation of the schools in districts 1, 2 and 3. Feeling the weight of the reasons by which this recommendation was fortified, your committee decided to adopt it; and also, after consultation, following a direction already taken by other towns, resolved to make further consolidation, and consequent changes; uniting districts 5, 6 and 8 with the Centre School, 7 with that at South Lancaster, and establishing at these two principal points a grammar grade. Including the two Grammar Schools, we have maintained seven schools the past year in place of the old number, eleven. The advantages claimed to have been already realized from this administration are several.

*Economy.*—This consideration is of all least important, it being wasteful wisdom to spare money too thriftily in making provisions for education. But the new plan has been in a pecuniary view a marked success. It cost the town two years ago, according to the report, a little over twenty-four hundred dollars (\$2,400), exclusive of outlay for repairs and incidental expenses, to run the schools, at an average, six months. The same amount of schooling has cost this year but about two thousand dollars (\$2,000), again reckoning the simple running expenses. We have actually furnished over seven and a half months of schooling to every child in the town, for about the same which, by no fault of the committee, was two years ago so unequally divided that one school kept nearly eight months, others six and a half, and others still but five. Saving has been effected at two points.

First, in repairs. Having fewer buildings to keep in order, it has not cost more than two-thirds as much as it would otherwise have done to maintain them.

Second, in fuel and wages. Having fewer teachers, though we have paid each teacher more per month, we have actually expended for instruction considerably less per month than was paid in 1868-9. Some have had an impression that the cost for Nos. 1, 2 and 3, reckoning what has been paid for transportation, must be much greater than if schools had been kept in each of the districts. This impression is so wholly erroneous, that, if the figures of last year and this are compared, it will be found that an average of twenty-three weeks of schooling cost, two years ago, five hundred and forty-nine dollars and thirty cents, (\$549.30); or, within twenty-five dollars as much as a uniform school of thirty-one weeks has cost the past year. That is, each week of schooling for this section in 1868-9, cost the town nearly

twenty-four dollars (\$24), while in 1869-70, it cost little more than nineteen dollars (\$19); a saving of about five dollars (\$5) a week.

*More Weeks of Schooling.*—The schools have been better as well as cheaper. It is a really great gain, if there were no other, to increase the number of school weeks, as has been done, viz.: not less than one-fourth. Had it not been for unavoidable delays, on account of which the spring term commenced a month later than was desirable, we should have kept over eight months in all, or at least a fortnight longer.

We call particular attention to the fact that the length of school sessions has been uniform throughout the town with the single exception of the Centre Grammar. The children in No. 2 have fared just as well as those at the Centre. Instead of twenty weeks, the amount given them two years ago, these children have had the uniform thirty-one weeks.

*Emulation.*—The special report read a year ago makes none too much of the value of numbers in stimulating the life of a school. By gathering the children scattered in several schools into one or two we have seen the happiest effects upon the morals of the school. The gain in zeal and enthusiasm has been noticeable.

*Trained Teachers.*—As a consequence of maintaining fewer schools we have been able to pay higher wages. Thus we have had a selection of trained teachers, and have been enabled to retain the same teachers in the same schools, with but two exceptions, throughout the year. We are proud of our corps of teachers.

*Grading.*—Still another advantage, and perhaps the greatest of all, is the establishment of a grade. This has been, of necessity, imperfect; we have but begun. But we call attention to the fact that we have had two well conducted and valuable Grammar Schools maintained throughout the year.

It was a fortunate circumstance that the building at South Lancaster was so admirably adapted for this plan of grading. At the Centre, through the coöperation of Mr. Kilbourn, for whom additional accommodation was made in the town hall, the room which had been occupied by the female department of the Academy became available for a grammar school. We thus have two good buildings, affording accommodation to meet all probable requirements for years to come. As the new system works into smooth running order, all must come to see the very great advantage of having an elementary education given in two schools, instead of one. The result of these several advantages could not be expected to be as satisfactory in the first, or trial year, as they will subsequently become. But we claim for what has been done, or rather attempted, a candid examination, feeling confident that

whoever thus examines will become satisfied that a great step in advance has been taken, which should never be reversed.

*Wages of Committee.*—As the chairman and other members of the committee now retire from office, we feel no diffidence in suggesting that the compensation of the committee be increased. If the town were poor and the service of a missionary nature, gentlemen and ladies might be expected to perform it for nominal wages or for nothing. But, in consideration of the value of the labor and the prosperous condition of the community, and the fact that the present per diem was fixed in far different times, we recommend that the compensation hereafter be doubled, being fixed at three dollars instead of a dollar and a half a day.

*School Committee.*—G. R. LEAVITT, CHARLOTTE FISHER, MARY G. WARE.

### LEICESTER.

Our Common Schools, next to our churches, are our noblest and our best institutions. They are the foundation and support of freedom. They mould the common mind. The mass of people, by this means, receive the rudiments of education. The repositories of knowledge are here opened to the multitude, and the children of wealth and the children of poverty have equal facilities for furnishing their minds with the fundamental truths of science. The education of the great body of the people is chiefly dependent on our Common Schools, and here are taught and learned the first great lessons of equality on which our civil constitution stands. These nurseries of intelligence should be guarded and fostered with special care; for upon them depends the perpetuity of our national blessings. Our forefathers acted upon the principles of wisdom and enlightened philanthropy when they laid the foundations of our educational system; and to it may be traced, to a great extent, whatever we are as a nation,—excellent in government, high in morals, surpassing in inventive genius or splendid in art.

Another obstacle to eminent success is the frequent change of teachers. This greatly embarrasses the working of our school system. It must indeed be admitted that an incompetent teacher should be superseded by a better. But in case a teacher has succeeded well, has evinced skill, industry and intelligence, and good moral character, it is almost without exception a decided detriment to a school to change. The experience of one term is a very valuable preparation for the next. A thorough knowledge of the standing of the pupils in the various branches is exceedingly important to enable one to instruct successfully, to adapt herself to the peculiarities of each scholar, and call out their powers into the most efficient action. And, on the other hand, the

pupils will, other things being equal, learn much more readily under a teacher whose method of government and instruction they are familiar with than under a new one.

A new teacher introduces a new order of things. One permanent teacher of the right stamp will undoubtedly do a great deal more in training and developing the interest of a school than a succession of teachers equally well qualified. We do not expect to obtain the best of teachers in every case. Every work must have a beginning; and we must here live by the law, and take our share of the risk. Beginners are often good teachers; but as a general rule, they confine themselves too closely to the books. The best teachers make the least use of books; not that they discard the principles laid down, but they have mastered these, and so blended the elements with their own thoughts, that the books, to a certain extent, are laid aside; and this qualifies them better to illustrate the subjects taught.

The belief is a common one, that the fewer the number of scholars, the greater will be the benefit derived by such scholars, because each pupil will receive a greater share of the teacher's time and attention, which idea is unphilosophical and untrue; for the past proves that a Common School, to be of the greatest advantage to its pupils, should contain at least from twenty-five to thirty-five scholars. Now, if the number of pupils in some of our schools were increased by diminishing the number of districts, they will be productive of far more important results. Schools cannot be located so as to especially accommodate every person in town. By any change which it is possible to make, some families will necessarily be removed to a greater distance from school.

*School Committee.*—GEO. O. WARNER, H. A. SMITH, H. H. BRYANT.

### LEOMINSTER.

That every one of the eighteen schools of the town for each of the three terms of the year should in every respect satisfy the committee or the public could be hardly expected. Circumstances will sometimes occur in individual cases which will detract from complete success. But the committee believe they can truly say that the past school-year ends with all the schools except one in good condition, and that they have made more than the average advancement. Most of our teachers were experienced and skilful, were faithful and zealous in their calling. They have worked in harmony with the requirements of the committee, and have not been reluctant to labor in the most approved modes of teaching. They have seemed desirous of profiting by suggestions from the committee, and from information obtained



from all available sources, such as Normal Schools, teachers' associations and educational journals. The art of teaching, like all other arts, is progressive, and the best methods of government and instruction can only be attained by study, observation, discussion and reflection. As friction excites heat, so mind needs to come in contact with other minds to create healthful mental growth and vigor. Discussion elicits thought, association begets enthusiasm, study increases knowledge, and reflection tends to maturity, and all together secure progress and improvement. Nor are the committee aware that, during the year, parents have interfered unreasonably with the management of the schools, but they have generally labored harmoniously with the teachers and committee in their endeavor to attain the best results. It is not to be expected that every individual citizen will agree in all respects with the committee and teachers in regard to the discipline and instruction of the schools. On whatever subject all take a deep interest there will be varying opinions as to the best methods and instrumentalities. But where mutual forbearance and mutual deference to the ideas of others are exercised upon any matter, in which all are so much interested, there will eventually be worked out the greatest good. The school committee have no reasonable ground of complaint of the scrutiny to which teachers or themselves are subject. Probably they are no more the objects of blame than are other officers or agents of the town. The principles of free government require that the servants of the public shall be responsible, for the proper discharge of their duties, to the power that gave them their trust. The watchful eye of the public will in the end do no injustice to the faithful servant, though temporarily he may be subject to undeserved censure. As the law invests the school committee with large powers, so its members must expect all the more to undergo strict scrutiny. The committee do not look for immunity from the common lot of official station, nor do they pretend to superior wisdom or ability in the discharge of their duties, but they do claim honesty of purpose and a deep interest in the welfare and success of your schools.

The people of this Commonwealth have so long boasted of their system of Common Schools, they have so justly put such undoubting faith in its necessity and utility, they have so firmly believed that an enlightened public sentiment, on which alone a free government can securely stand, depends upon the maintenance of free Public Schools, supported by taxation, and controlled by the State, that a shadow of doubt cast upon the matter startles the public mind with forebodings of evil. But, however strong may be this feeling of security, we believe we can see a cloud in the horizon, now "no bigger than a man's

hand," but which may ere long envelope the whole heavens. Already, in the queen city of the West has the Bible been thrown out of the public schools, and in the commercial metropolis of the country, the existence and support of free schools is unblushingly condemned in more than one of the leading journals of the dominant sect of that city.

We hope wiser counsels will guide the leaders in this movement and thus avert the agitation of the subject from the national mind. But if the question must be met, as perhaps it will, we believe it will be settled with the same promptness and decision as was the slaveholders' rebellion. If there is any doubt as to the benefit of our free Public Schools, let us look at Mexico, Spain and Italy, where no such institutions ever existed, and behold the poverty and degradation, the anarchy and tyranny which ignorance there engenders. The case is too plain for argument, and needs action rather than discussion. But if such sentiments are published to the world through the public journals, it is quite time for freemen to stand by their colors, and swear renewed allegiance to our Common School system and the institutions of our fathers.

*School Committee.*—C. C. FIELD, JAMES BENNETT, HENRY A. BOYDEN.

### LUNENBURG.

The success of the small advanced school in the centre of the town, is but an indication of the great need of a graded school. The number attending that school was only limited to the very inadequate accommodation we were able to provide for it. Had there been a suitable place, the school might have been increased very largely in number, as there were many applications from different parts of the town, which we were obliged to refuse for the reason above stated. This should not be. Although this is a small town, our older scholars, who desire to pursue more advanced studies, should not be obliged to attend schools in other towns, because their own town does not furnish them with facilities for pursuing them at home. We are satisfied that much more is paid out annually by parents for the board and tuition of advanced scholars attending Academies and High Schools in other towns, than would sustain a High School in this town. This is a very unwise policy to pursue in every respect. A town is judged in a great measure by its churches, public buildings and schools. We have excellent churches and a fine town hall, but our schools, and especially our school-houses, are very far from being what they should be. We know of three instances during the last year, in which families of cultivation and refinement, whose property would have added many

thousands of dollars to our valuation,—thus, of course, reducing the rate of taxation of every tax-payer in town,—who were favorably impressed with our beautiful town, and who would have become valuable citizens, but who decided not to come here, because the town furnished no facilities for the education of their sons and daughters at home. The building of two or three commodious school-houses in different parts of the town, and of a house to accommodate both a Common and a High School in the centre of the town, would add five times their cost to the value of the farms in town. And it is but just that those for whose benefit they would be built should bear a part of their cost. Our town debt is small, compared with that of almost every other town in the country, and we earnestly urge upon our fellow-townsmen the importance and urgent necessity of at once making the much needed improvement.

We have been sorry to see so many very young children in attendance upon our schools. With the very large number of classes to attend to, it is utterly impossible for teachers to devote much time to them, and they distract the attention of the older scholars. Upon one occasion, on visiting a school, we found the teacher with two of them in her lap, one upon each knee, and she said they insisted upon being so treated. We do not hire our teachers for nurses, and we agreed with her, that if such babies must come, they should be accompanied by some one to look after them, and that the school should be provided with a proper assortment of playthings. The little things have nothing to occupy their time, and they are simply required to sit still. Now, a child that will sit still, or can be made to sit still, two or three hours, must be an almost hopeless sample of physical inefficiency, if not of mental feebleness. Childhood is naturally active, both bodily and mentally, and cannot and ought not to be still, or to be kept in the bonds of stillness. Were we children at school, nothing should keep us still; we would rather be whipped twice a day, and would take it cheerfully, as a compromise for the privilege of fidgeting about. To force childhood to quietness, when all its natural promptings are for activity, is to fight against nature, and if you conquer her, to pervert all her energies to wrong purposes. Children under five years of age have no legal right to attend school; there should be no moral right!

*School Committee.*—CHARLES A. GOODRICH, GEORGE A. CUNNINGHAM, ADIN C. ESTABROOK.

## MENDON.

If parents will, as many habitually do, especially in the centre village, allow scholars to be absent for cattle shows, circuses, and similar

performances, and to leave school, term after term, when the novelty of attending has worn away, or when the teacher is thought too nervous, too indulgent, or too cross, or when work at home begins to be pressing, or for any other slight obstacle, the scholars can never prosper as they ought. One of the most popular teachers we have had in the Centre was more than once on the point of giving up his school discouraged, because, as he said, his scholars were all leaving him. When there are real grounds of complaint against a school, we cannot think the wisest course is that so often adopted, of taking scholars from the school as if to avoid contagion. Children are thus taught to be over critical, to be restless, to seek cause for leaving school. Such cause will rarely be long wanting if parents prefer to form their judgment of a school from report, rather than from personal investigation.

In the opinion of the writer every scholar should know at the commencement of school that he is to attend to the close. If the school is poor and cannot be made satisfactory, remove the teacher, not the scholars. No committee ought to retain an unpopular teacher long, nor will they, ordinarily, but teachers should be sustained till complaints against them have been presented and their removal asked by at least a respectable minority of the parents. The habit of removing children at the first evil report concerning a school, even if well founded, thus fixing popular attention, and, worst of all, the attention of the scholars upon a teacher's imperfections, is sufficient to cause a stampede even from a good school, and to render one which otherwise might have been moderately successful, a total failure. We can never cease to urge parents everywhere in town, to consider this subject of attendance, and for the sake of their children change their practice whenever it is open to censure in this direction.

*School Committee.*—GUSTAVUS B. WILLIAMS, *Superintendent*; DAVID ADAMS, CALVIN BUTLER, GEORGE W. CROMB, ELI BATES, JOHN R. HAYWARD, JOSEPH BATES, PERRY WOOD, EZEKIEL P. GASKILL, LINUS B. STAPLES, SULLIVAN H. TAFT.

## MILFORD.

*District Schools.*—Owing to the isolated location of these schools, and the fact that they are mixed or ungraded, and also to the difficulty of obtaining boarding places, it has been very difficult to obtain teachers of experience for them. Consequently, only the services of novices, who hoped to make the place an introduction to some more desirable situation, could be obtained. The result has been a correspondingly low condition of the schools.

At the commencement of the present year, the committee decided that it was imperative something should be done to redeem those

schools from their almost worthless estate. They therefore felt that they must offer such compensation as would induce some of our best teachers to forego the advantage of a residence in town, or compensate them in some degree for the expense in travelling to and from their respective schools. For these reasons, coupled with the earnest solicitation of the committee, some of our most accomplished teachers were persuaded to accept these uninviting places. In some cases the committee have been obliged to go out of town to obtain the services of such teachers as they deemed suited to these schools. The result has been, as was anticipated, that, with one exception, less fortunate than the others, these schools have made wonderful progress in attainments and discipline; and, if the course adopted by the committee is continued, will undoubtedly take rank among our best schools. Of course, the plan adopted is attended with greater expense, and it will cost very much more per scholar, to educate children in the district schools than in the more densely populated portions of the town. But we submit that it is far better to expend a liberal sum to a good purpose, than to use an amount so small that little or nothing is accomplished.

*Absenteeism.*—We took occasion in our last report to refer to the frequency of absence in some of our schools as “one of the greatest hindrances” to their prosperity. This conviction is made more intense as our opportunities of observation multiply. Truancy is an evil, and, in the few instances in which it occurs, a moral evil. But as an intellectual evil it hardly demands mention beside the overwhelming flood of absences with the permission, or upon the requirement, of parents. There are some who apparently think that a few visits a year to a school-house will, by some magical atmospheric influence, make a boy or a girl intelligent, teach him all knowledge, and fit him for the struggles of life. There are many who bemoan their condition, and are envious of those who obtain comfort and even luxury without the drudgery to which they are subjected. And yet they are preparing their children, either out of weakness or out of selfishness, to swell the ranks of the shiftless drudges of society; while they impede the work of our schools, and delay the progress of other children, by requiring teachers to make up the deficiencies which ought never to have existed. Not for the good of the schools merely, but for that of the children individually, we appeal to parents to remedy the evil.

It does not matter in this respect what is the cause of absence. Sickness is as unfortunate as anything else; but that cannot be helped, and is to be taken as an affliction. Pleasure, when it robs a child of his education, is wicked; and work is no better. The father who

keeps his boy home at work must remember the cost of his son's help. He suffers from ignorance in his manhood. A fair education may be the means of delivering a son from his father's poverty; whereas, if he is kept from school to work in his boyhood, it may keep him in poverty all his life. If poverty is pleaded, it may be replied, that many of those who are very poor keep their children regularly at school, or at least during the course of the Primary and Grammar Schools. They will not rob their children to save themselves even from present hardships, much less merely to live with a little more ease. We earnestly desire a reform in the particular noted.

*School Committee.*—H. H. BOWERS, G. G. PARKER, CHARLES J. THOMPSON, G. L. DEMAREST, MRS. M. J. C. RUSSEL, THOMAS W. FLATLEY.

### MILLBURY.

On the first day of May last, there were in town, eight hundred and fourteen persons, between the ages of five and fifteen years. At the same time, there were in our schools, as appears by the registers, six hundred and eighty-seven scholars; leaving one hundred and twenty-seven absentees,—not yet truants, perhaps, because there was afterwards an opportunity for them to have the statutory amount of schooling. Excepting those detained from school by sickness, who doubtless made a very small part of the whole, this number may be divided into two classes: the first containing those who were at work supporting themselves, in whole or in part, and assisting their parents; the second composed of those who were passing their time in idleness, with the full knowledge of their parents. For the former class we feel sympathy, and have charity; the latter are to be pitied and their parents censured. To the parents of the former we would suggest, that the time gained now will probably be more than counterbalanced by the inefficiency of after years, resulting from a lack of knowledge, now so easily attainable. Experience has demonstrated that it is good economy to forego, if need be, the conveniences and luxuries that the child's labor may procure, until such a time as he may, by a course of education such as our schools afford, be better fitted to undertake the business of life to advantage. The tendency of our people is to extravagance, and the youth of the community seem anxious to end their school days speedily, and get into business, that they too may have the wherewithal to indulge in the follies and dissipations of their elders, and parents seem only too willing to countenance such a course. Against this, in behalf of sound education and the best interests of our fellow citizens, we earnestly protest.

In concluding our report we would submit to the citizens of the town this consideration; our compulsory system of education does not do away with the necessity of effort on the part of parents, or relieve them from their great responsibility; it does not contemplate an abandonment of home education in morality and good manners, the most important parts of sound education, the absence of which renders the attainment of excellence in other departments of knowledge the more difficult, and, when attained, makes the acquisition less valuable to the community; and we would therefore ask for the teachers and committee of the coming year, the earnest coöperation of parents and guardians, and of all the citizens of the town, in order that the standard of excellence in our Public Schools may be advanced, and that the best results possible under our system may be obtained.

*Chairman of Committee.*—JOHN HOPKINS.

### NORTHBRIDGE.

*High School.*—The term High School, is somewhat ambiguous in meaning. It may refer to one of the highest order that our cities can boast, or to a three months' Grammar School in a country town. Without entering into a discussion as to the relative position, the classics, modern languages, and physical sciences should occupy in education, it seems plain to us that for a complete education, familiarity with all of them is necessary. But such a course of studies can be pursued by those only who have wealth and leisure to accomplish this object. It is well known, that the pupils in our schools have but little time to spend in study, and that self-support and success in the business of life must be their chief aim. Those studies which are of the most utility should occupy the first rank, while those less so may fill up the back ground. But it is difficult to arrange a course of study that will include only the most important branches in our limited time, and when we are asked to define what is most useful, it is quite as difficult to determine. Most if not all our text-books might be very much abridged with advantage, and time be found to study the principles of political economy, the laws of supply and demand, the relation of capital to labor, constitution and history of our country and kindred topics.

The propriety of consuming the pupil's time in pursuing a course of study, simply to discipline the mind, is questionable. Are not such studies as are necessary for a business education amply sufficient for the purpose? The studies pursued in our schools should be of such a character. Their present attainments and object is study, and will admit of no other.

We should not advise any one, who designs entering the school, to pursue High School studies in advance, but to perfect themselves in reading, spelling, the principles of arithmetic and square root, the elements of grammar and geography, so that their time may not be consumed in reviewing what they should have well mastered in the Common School.

*Text-books.*—These are indispensable in our schools. If we had a class of teachers sufficiently well educated to teach without them, they would be necessary, for there must be a regular succession in the order of principles taught, uniformity in the several schools—something tangible to mark the point of the pupils' attainments and the line of progress. But the teacher should be master of the book and not the book of the teacher. To commit the lessons in the text-book, is not being taught, and how a teacher can continue to hear the same lessons from the same text-book year after year, without note or comment, is beyond our comprehension. Such teachers are not desirable.

We have alluded before to the character of text-books, now furnished for our use. Series of two, three or four books for the study of arithmetic, grammar or geography, is not necessary. It compels us to purchase the same matter two or three times over with a slight addition each time, and is a source of more profit to the publisher than value to the scholar.

The publishers seem at present to be masters of the situation and we have no alternative but to submit to their demand.

*School Committee.*—R. R. CLARKE, C. O. BACHELOR, WILLIAM WHITIN, JOSIAH LASELL, GEORGE BENSON.

## NORTH BROOKFIELD.

Charity, it is said, begins at home ; education certainly does, and to so much purpose that we had almost said it begins and ends there. In our opinion only an inconsiderable part of a parent's duty in providing for the education of his child would be performed by sending him to school, seeing that his attendance is regular, his lessons prepared and his deportment correct. The foundation of his education is laid years before he is sent into the school established by law, and upon this fundamental underlying education we must build whatever of edifice the foundation will support. Hence the success of a District School depends as much, if not more, upon the people of the district as it does upon the teacher. The common opinion that a good teacher can make a good school against the influence of parents and community is false and absurd. If children are governed but little, or not at all at home ; if the authority of the teacher is denied, sneered at, or ridi-



culed; if his rules, conduct and general administration are undervalued or ridiculed, no teacher, even the most able, can succeed. Children will think, feel and act as their parents do. The teacher, the rules, the books, the studies, the lessons, the punishments, must be sanctioned at home, or it will be utterly impossible to sustain and elevate the school. This fact has been verified in some of our schools during the past year. Help not hinder, praise not blame your teacher, but if assistance and commendation can not be rendered, avoid expressing their opposites in presence of scholars. Upon the community generally there rests the onus of deciding the character of its schools to a greater degree than is commonly supposed. We do not ask parents to govern or carry on the schools; they will be doing a good part when, after "bending the twig," they put it into the hands of the nurseryman; but we may further ask them to see that their children are in the schools, that their attendance is regular, and that their deportment out of school hours is correct. Here then is defined the duty of the public as touching Public Schools: harmonious coöperation with those especially entrusted with the business of educating its youth.

By competitive examinations for teachers, an attempt has been made to secure a higher grade of scholarship, and we trust the measure has vindicated its adoption by bringing within our reach those who have proved most valuable helpers, while, at the same time, it has relieved your committee from the necessarily distasteful duty of saying to any candidate, "you are unfit"; the practical working of the measure being that those who are fatally "below grade" see that fact.

We assume, as beyond the possibility of question, that, in the case of two individuals of equal natural ability, that one who gives attention and study to the attainment of any given purpose, must, in the measure of his attention and study, be preëminent, and claim that an application of this truth to the case in question must be very near a conclusive reply. However true it may be that no amount of training can develop some minds into useful and orderly condition, it is equally true that the absence of such training and discipline frequently constitutes the only difference between a person of little or no use in a school-room and a valuable teacher.

It has been wisely said that he is not the best teacher who tells his pupils many truths, but he who puts his pupil in a way to discover truth for himself. Many times teachers think they have caused pupils to see the truth when in fact they have done no more than simply to make a statement of the truth, if indeed they have done that even, leaving the mental eye of the child unopened, his understanding unquickened; he has heard the words, but received not the idea they should convey.

In this causing the learner to see, lies the chief skill of a useful teacher. To secure this end a teacher should, without stating the truth to be elaborated, by judicious questioning, lead the pupil's mind up to it, leaving him to state it; then he may be sure the point is seen and apprehended, the result being an increased mental capacity.

He will arrange all to this end. He will, in imagination, put himself in the learner's stead, and view matters from that standpoint. This power, to assume the pupil's mental condition, is one, we had almost said, *the* prerequisite for real success in the teacher's vocation, and one, we believe, too generally unappreciated if at all recognized.

We would criticise a habit somewhat prevalent, at least with us. Teachers should be on their guard against too excessive talking, in school, we mean. A question clearly put, a statement luminously made, will engender correct habits in and secure attention from pupils to a far greater degree than using "vain repetitions as the heathen do," ever can.

*For the Committee.*—R. E. BEECHER.

### OAKHAM.

In regard to cases of discipline where the infliction of punishment is necessary there can be no rule given. Teachers must be governed by circumstances; order must be maintained or the school will be worth but little. It is best to avoid coming in collision with any scholar; if it seems necessary to inflict punishment, a private talk, and private infliction, in many cases, will be most salutary; we believe there has been but little call for such treatment among us of late, and there would be less, were it not for the feeling among some scholars that "father does not approve of my being punished, and the teacher will have trouble if he dares to do it."

We sometimes hear complaint that "our school has not been good," the cause is generally laid at the teacher's door, when in nine cases out of ten it belongs at home; scholars not brought up to ready obedience at home are not apt to acquiesce willingly to the wishes of the teacher. Parents are hardly aware how much home influence is daily read out in the lives of their children; a wilful, unruly child at home, is the same at school. The moral influences which surround our children should be a matter of deep interest to every parent. These influences may often shape their future destiny, and can we be too careful?

*School Committee.*—L. P. LOVELL, H. A. CRAWFORD, JESSE ALLEN, JOHN WALKER S. O. BUTLER.

## OXFORD.

Almost all moneys raised by towns, except those for schools, are paid for present gratification, use or convenience. Very little reaches beyond the current year. The repairs made upon the highway this year will be washed away by the rains of heaven, and a renewal is called for the year following. The wooden bridge that spans the stream to-day begins to decay to-morrow, and it is only a question of time how soon another perishable structure must take its place. It is otherwise with schools; all money spent here reaches far into the future—how far no mortal can tell. The well-educated children of to-day will add greatly, not only to their own well-being, but to the reforming and progressive agencies that shall elevate the next generation to a higher plane than they themselves occupy. In this way knowledge reproduces itself.

Injuries inflicted upon society spring not so much from atrocious crimes, such as arson, theft and murder, of which we hear much, perhaps, but see little, but from the want of proper training in the first ten years of childhood, when conscience and accountability are suffered to slumber and selfishness becomes predominant. Did penalty follow crime as rapidly in point of time as thunder the lightning, who would be a criminal?

Small towns like ours must encounter greater obstructions in all their schools than large towns, but especially in the High School. The law requires a town of five hundred families to sustain a High School. We rise just above that number, hence our choice of selecting a good grade of scholarship is greatly circumscribed. Our territory is large and consequently our population is sparse. This necessitates two centres for the school, and it becomes a wandering school—first from the Plain to the Village, then from the Village to the Plain.

From this springs another great difficulty: we must have two different sets of scholars and each set can attend school but a part of the year. The school then is in fragments. All these sources of loss in the aggregate are large. We may hope to modify but not overcome them. We ask the parents, the most interested party of us all, to revise their home code of discipline and see if it admits of any improvement—see if there may not be some breaches in the walls erected at an early day against the inroads of juvenile domination.

Let us all move in harmony, and inculcate better discipline in the family, and elevate the schools to a higher plane of conscious rectitude. Thus shall we secure a broader foundation for success from the teacher and consequent profit to the scholar. In what we say above,

we refer especially to the High School as the mirror in which are reflected some of the defects visible in small towns. We do not stop to discuss the wisdom of such parents as, for some fancied dislike to the teacher, keep their children away from school half a term or a whole one. To such people we will only say in the mildest of language, "no doubt ye are the people, and wisdom shall die with you." But we urge a greater attendance upon all the schools, and more devotion to the means within our reach. We need the personal aid of every individual in town, and all working for one common object. Our schools are of great value as they are, but their worth might be doubled in a year if both parents and pupils will heartily work for such end.

*School Committee.*—ALBERT LACKEY, GEORGE HODGES, J. P. DANA, E. H. HOWLAND, I. B. HARTWELL.

### PAXTON.

A great deal has been said and written about teachers, and yet, if the subject is not new every morning and fresh every evening, it is nearly so, for some of our schools are in session almost all the year. Now it is a fact that our schools have suffered and are constantly suffering from inexperienced, inefficient and injudicious teachers. We do not say this to find fault with our teachers, for we believe they uniformly work faithfully and sometimes accomplish results that are surprising, and the exceptions only prove this rule—for we are more to blame, and our school system more at fault than are our teachers; and we should feel that we were remiss in our duty if we did not point out to you how the qualifications of our teachers can be improved, and the faults of our schools somewhat lessened and removed.

The office of selecting and contracting with teachers is no sinecure in Paxton. It is an honorable office, and as laborious as it is honorable. Let the officer start out on his errand of business—to visit a lady who, he may think, has all the engaging charms. The first question she will ask, if she is a practical teacher, is, "What branches are your scholars pursuing? What do you wish me to teach?" "We have a school of sixteen scholars, and twenty classes. We have two classes in the primer, three classes in the second reader, one in the fourth reader and two in the fifth reader. We have five classes in geography, seven in arithmetic, and six scholars who would like to be in as many classes—studying algebra, astronomy, philosophy, physiology, botany, &c." Now this is but a slight exaggeration. She says at once she is not qualified to teach the branches to be taught in this school. Here the officer very blandly remarks that he hopes she will not refuse the

offer; he has no doubt but that she will succeed very nicely; she will have the good will of the parents and all concerned. But his budding hopes of obtaining a teacher here are bound to be crushed, and he walks away in despondency and gloom to visit the next, and the next, and the next one with similar results, and is only too happy when he has obtained a teacher, whether qualified or not. We really believe that some ladies have been secured for a lifelong service with less trouble and inconvenience than some of your teachers have been engaged to teach one of your district schools.

Now this ought not so to be. And allow us to remark that you degrade the high office of teacher the moment you ask her to do work she knows she is not qualified to perform, and you pay a premium for mediocrity and incompetency. Now if we could grade our schools and make the office of teacher worth something, this office would not go a begging all about town and out of town. You could make the office competitive—candidates would apply for the schools, and you could select the one best qualified for the position; as in a neighboring town three teachers were wanted and the committee gave notice to have the candidates present themselves for examination, and there were twenty applicants.

Now we do not believe their scholars are brighter or more intelligent than are yours, but the scholars are classified, and the teacher is made better to understand her duties. If all our scholars could be gathered into three schools and graded so as to have a primary, an intermediate, and a higher department, these are all the schools that are needed to accommodate all the scholars we have in town. Now we believe the scholars within the circle of one mile from the centre could come to school here, and have no further distance to go to school than now. All outside of this circle should receive suitable compensation for the conveyance of their children. We believe some such arrangement as this could be made that would satisfy all, and that the schools could be kept as cheaply then as now, and give you the advantage of the prospect of better schools.

*For the Committee.*—H. W. HUBBARD, M. A. BOYNTON, S. J. STREETER.

### PHILLIPSTON.

The heart as well as the mind of the teacher should be engaged in the noble work of education; he should identify himself with his pupils, feel their wants, become their associate in diligence, their companion in success; he should aim to be recognized as their friend, as well as their teacher, by rectitude and integrity. The teacher may exert an influence that shall aid the formation of many a noble char-

acter; by defective moral discernment, principles of pernicious tendency may be encouraged, whose lingering virus may blight the career of many a youth of promise. To prevent this let the Bible be read daily in every school; for the volume of inspiration teaches the purest and holiest lessons, in the simplest language, yet elevated far above the highest pitch of human thought; it does no violence to the best feelings of the pure heart, it offers no hindrance to true enjoyment, it requires nothing from our hands, but what must, in the issue, tend to our highest good, and the moral element that pervades our schools is elevated in proportion as children learn to fear God rather than whips.

*School Committee.*—LYMAN WHITE, SIMON E. PIKE, JASON GOULDING.

### ROYALSTON.

One school, with fifty or sixty scholars, was visited by one parent, during the session of twelve weeks,—what encouragement for a teacher! While parents have a right to expect much of the teacher, they should not forget that they themselves have a duty which can be performed at home, in the family,—that of interesting children in their studies, and inculcating a correct moral deportment. It is the earnest wish of your committee to see the schools in this town take a higher stand in intellectual and moral attainments than ever before, and as one very important means to the accomplishment of this end, we must look to their surroundings.

Place children in a school-house that can lay no claims to neatness or tidiness, let there be sufficient seats for only a portion, and for the remainder improvise others that shall forever prove unsightly, and in the way! Crowd young and susceptible humanity into such a place as that, and there require of them perfect deportment under all circumstances, and you have a system of things to which many children of an older growth might most reasonably refuse to submit.

We think the way to have a scholar respect himself, and show respect to others, is to let him see that we respect his rights and feelings, for we think he has rights that we are bound to respect. Look at the school-room in district No. 10, and some others in this town; and we think a good, thrifty farmer would consider such buildings on his farm a nuisance. He would not crowd cattle or sheep into so small a space as that occupied by some of our scholars under the present order of things.

*School Committee.*—GEO. F. MILLER, A. C. WHITE, HENRY O. ADAMS.

## SOUTHBOROUGH.

One thing in the way of advancement is the difference of opinion that often exists as to the prime qualifications of a teacher. We have already hinted in this report, that we are not likely to secure perfection in our teachers, certainly not for the compensation offered. What qualifications, then, may reasonably be expected? What insisted upon? What regarded as of the first importance? These questions will be answered variously. The committee may give one answer, and a portion of the parents quite a different one; or parents may differ among themselves. So that sometimes dissatisfaction will be freely expressed with a superior teacher, to the hindrance of the teacher's work, while the same individuals will be easily satisfied with one decidedly inferior. A prejudice, or fancy at first sight, is permitted to hide great merit, or great deficiencies. Trifles have been made to weigh against decided merit and true faithfulness and usefulness. This difference of views upon the essential qualifications and work of the teacher, gives occasion to frequent changes in teachers—an evil which causes the waste of much money and time. A person well qualified for the position, may be chosen for a teacher. One or two terms will be sufficient, of course, to teach those who are anxious to discover that fact, that there are some deficiencies, though there may be great merits. These deficiencies may be so brought into sight, and spoken of, that they shall eclipse the excellences. Dissatisfaction is freely expressed. And after one, two, or three terms, a change is demanded. After one has learned the evils to be corrected in a school, and is thus prepared to correct them, she must give place to another to learn the same things. After one has learned the dispositions of the pupils, and their ability and characteristics, and is thus prepared to apply instruction and discipline the more wisely, she must give place to another who must learn the same things. So that if we regard the correction of evils in the schools, or a steady advance of the pupils in their studies, we are illustrating the problem of the frog getting out of the well. The great portion of the gains of one term is lost in the next; when, if the same teacher should be continued, there would be the regular and increasing gains. But these gains, which can hardly be secured, except by the labors of the faithful and well qualified teacher, are often sacrificed by the demand made, for insufficient reasons, for a change.

There are but few individuals in the community, whose daily labors so deeply concern us, as the teachers in our Public Schools. And yet it is often true that there are but few from whom our sympathies are more widely separated. Their work is arduous, and it takes hold of

our highest interests. We cannot easily overestimate the importance of their work. And yet the treatment they sometimes receive is consistent only with the conclusion that they are an evil in a community, though, perhaps, a necessary evil. Too little effort is made by parents to become acquainted with the instructors of their children; too little to understand their trials, and extend to them the sympathy which would serve to lighten their burdens. Their experience too often is to be chilled by coldness, scorched by the fires, or wounded by the arrows readily hurled at every vulnerable point. Their position, therefore, may for a season be tolerable, but too seldom agreeable. As those to whom are committed the education of our children and youth, they should receive that consideration and sympathy and support to which they are strangers, while they are engaged in a work than which none other is more honorable, if any other can be more important in its results. That community can more easily call to this important position, knowledge, experience, culture, character, which welcomes its teachers with this deserved consideration and support.

*School Committee.*—JOHN COLBY, J. H. ROBINSON, D. W. MITCHELL.

### SOUTHBRIDGE.

The committee are gratified to be able to state that the era of reformation and progress, which was so auspiciously commenced two years ago in the system and conduct of our schools, has continued the past year. The system of gradation and superintendence that had been adopted, was elaborately explained in the last annual report. That system has been tested another year with an increased strictness in enforcing its requirements. By rigidly adhering to the standard of attainment that had been fixed upon for the promotion of scholars from one grade to another, and by permitting no departure from the prescribed course of study, the most satisfactory results have been secured.

As time advances the new order of things is becoming popular. The ripple of uneasiness that was caused by its inauguration two years ago, has given way to a general confidence in the judgment of the superintending committee and to an acquiescence in their plans. The frequency of unofficial visits to the schools reflects favorably upon their welfare, and the greater willingness with which appropriations are made for educational purposes, betokens the growing interest among our citizens. This state of things is a happy augury for the future; for the real welfare of the town is promoted by a high estimate among its citizens of the advantages of education. It would



be suicidal to relinquish our efforts and expenditure in behalf of education, and it would be a grave mistake not to increase them year by year.

*School Committee.*—F. C. FLINT, W. A. BRAMAN, B. F. BRONSON, MANNING LEONARD, J. O. MCKINSTRY, A. J. BARTHOLOMEW, L. W. CURTIS, J. M. CLEMENCE.

### STERLING.

Allow us to say—what, indeed, has been said scores of times before—that the right influence of parents is absolutely indispensable to the complete success of our schools. Make yourselves thoroughly acquainted with their true condition, and stand firmly by the teachers in their endeavors to advance the educational standing of your children. Be not in haste to believe the idle and senseless rumors too often set afloat by some disaffected party, and retailed from store and shop by idle gossipers, to the discredit of the teacher. Teachers are human beings—subject to human frailties, and liable, we suppose, in common with the rest of mankind, to make mistakes. But, remember, they have all been selected with great care, and with especial reference to their fitness for their several positions by a board of your own choosing, and who are supposed to have some knowledge of human character and attainments. It is a fact amply borne out by experience, that those who make the most fuss in regard to our schools and are loudest in their complaints of teachers, are oftentimes those who actually know least about them.

But should any cause of complaint arise, either real or imaginary, we ask you to proceed justly and rationally. Go to the teacher, with kindness in your heart, with an expression of good will upon your countenance, and in tones of gentleness make known your grievance to him, or her, alone. By such a course all difficulties will be removed, and perfect harmony restored in almost every instance. But should it by any possibility happen that a mutual good understanding should not be effected, then make an appeal to the committee and be willing to state your grievance in presence of the teacher. Do not withdraw your children from the school, nor allow them to withdraw themselves without a fair hearing. In this way much trouble might be prevented and the efficiency of the schools essentially promoted.

*School Committee.*—SAMUEL OSGOOD, ALVAH S. HOWE, F. D. LORD, HARVEY C. BATES, NELLIE A. WILLARD.

### STURBRIDGE.

As some very exaggerated statements have been publicly made in regard to the increased cost of the schools in the item of teachers'

wages, we deem it but justice to ourselves to state that the actual increase amounts, in the aggregate, to about two hundred dollars, a part of which, about one-third, belongs to the account of the summer schools. We would further state, that we have paid the smallest wages, for the same amount of work, of any town in this vicinity; and of one thing we are very sure, and that is, we shall be obliged to pay higher wages than we have yet done, or be content to accept the services of third or fourth rate teachers. Good teachers are always in demand somewhere, at good wages, and if we would secure their services we must pay their price. While we do not mean to say that wages alone make the difference in the comparative value of teachers' services, we do assert, that in this calling, as in every other, there is a vital connection between the compensation allowed and the service rendered. As a general rule, good pay for the employed secures faithful service to the employer; and we have yet to learn that teachers furnish more exceptions to the rule than any other class. Perhaps we can best present the philosophy of this matter by an example: A certain gentleman, while travelling, came upon a stout laborer, who was very leisurely pursuing his occupation by the roadside. The weather was pretty warm, and the gentleman noticing that the man was taking matters very coolly, after some general conversation, casually remarked, "My good man, you do not seem to sweat very much." "No, master," was the ready rejoinder, "a shilling a day isn't sweating wages." The moral is sufficiently obvious.

We respectfully, but most earnestly, urge upon your favorable attention the establishment of a school of a higher grade than our Common Schools, for the accommodation of those persons who desire to pursue their studies beyond the limit to which the Common School confines them. In such a school, teachers might be prepared to take charge of our Common Schools; and money that now goes to other more favored towns, for the education of our older children, would be retained here.

We respectfully suggest that the establishment and support of a "Memorial School," of the character we have indicated, would be the most appropriate, the noblest and most enduring monument to those of our citizens who yielded up their lives in the army of the Union, during the late struggle for national existence, that it is in our power to erect. Not only would it fitly commemorate the self-sacrificing devotion of the martyred dead, but the advantages it would afford would be of inestimable value to their children, as well as to those of the patriotic living, whose services in the same cause should not be overlooked or forgotten. Its name, "Memorial School," would be a

perpetual reminder of those in whose memory it was established. Other considerations might be urged, but we forbear.

*School Committee.*—H. E. HITCHCOCK, M. L. RICHARDSON, E. J. BUCK.

### TEMPLETON.

In the progress of educational science, large demands are now made upon teachers as to the qualifications requisite to the best success. Besides the natural gifts of judgment, sympathy, tact and love for the work, the principal requisites for a successful teacher are knowledge, enthusiasm and devotion to the employment. No one can teach well without a full knowledge of the branches taught. It must be more than knowledge of a book. It must be knowledge matured, incorporated with the mind. It must be wrought out by patient, independent study and thought upon the subject, and be enriched by acquaintance with other connected subjects. Then the teacher can quicken and lead the minds of his pupils. On the other hand, a consciousness of ignorance or of superficial knowledge of the subjects to be taught, must enervate the teacher and produce in him self-distrust, feebleness and bondage to the text-book. The High School and Normal Schools afford ample opportunities for those who aim to be good teachers to obtain the requisite literary preparation.

We close this report with a parting word from the senior member of this board, who now retires from the office. He has had the honor to serve this town as one of the school committee for thirty-two consecutive years. Within that period great changes have been made in the school system of Massachusetts, and in the duties of the school committee. At the beginning of this period the committee had little to do beyond the examination of teachers, who came to them for a certificate of approbation, making one or two visits to the several schools, especially one at the close, and sometimes examining a school-book, which a teacher wished to introduce for a change in his particular school. And this service, in those days, was unrequited, except by the silent gratitude of the people. Lee's Spelling Book, Adams' Arithmetic and Murray's Grammar continued to be used in the schools for some years, but beyond this there was considerable diversity in the books used in the several districts. No register was required to be kept by the teachers, and no returns of school statistics were made to the State authorities. The work of the Public Schools was, in many respects, conducted in a loose way, which, if followed now, would be disastrous. But it must not be inferred that the schools were in a neglected and demoralized condition. Many of the schools were supplied with excellent teachers, and were well conducted. The

people of the town were more homogeneous than they are now. The public sentiment rallied strong around the schools and the cause of popular education up to a certain standard. School-books were not multiplied as they have since been in the common branches and in new departments of Common School study.

On the organization of the Board of Education in the Commonwealth in 1837, and under the efficient leading of the Hon. Horace Mann, the subject of popular education was earnestly discussed; the old laws pertaining to schools were set forth and commented on; new laws were enacted as they were found to be needed; and the complicated work of the school has gradually been reduced to a well-defined and harmonious system. The course of legislation looks as if Massachusetts meant that her children should be educated, and intended not to be behind any other State that has caught the same inspiration. It is unnecessary to comment upon the successive changes which have been introduced by legislation and the progress of public sentiment, into the management of our school system.

Your committee has endeavored to keep abreast with the times, and to welcome progress. The writer has been associated with many different individuals, from various professions and callings, on the school committee, and always with the most pleasant relations. He has had many unpleasant duties to perform in the discharge of his office during the period. They have been performed according to the measure of judgment given to him, and they have been construed as charitably as he had any reason to expect.

Many of the duties belonging to the position have been agreeable, and have been their own reward. Often he has found as much pleasure in attending upon the exercises in the Primary Schools as in listening to recitations in the more advanced studies of the High School. He has always felt a deep interest in the cause of popular education, and does not now cease to cherish an interest in this great cause.

His official duties have brought him into relations of familiar acquaintance with a large number and variety of teachers. He has been in sympathy with them, knowing something of their joys and their trials, and appreciating their difficulties and responsibility. The cases have been very rare in which teachers have not desired and aimed to discharge their duties to their schools with faithfulness, impartiality and a true regard for the improvement and welfare of their pupils. Their efforts have, of course, been attended with various success.

In retiring from the position of school committee, he resigns that which has required no small part of his time and care, and which is

now committed to good hands. He reviews the service of these many years with grateful reminiscences, and indulges the hope that his efforts in connection with the schools of the town have not been in vain. We all have a work to perform in the cause of education. Let us do it with our might and heart. The cause is worthy of it. Let us prove ourselves worthy to be the descendants and heirs of the Pilgrims and Puritans of blessed memory.

*School Committee.*—LEWIS SABIN, PERCIVAL BLODGETT, FRANCIS LELAND.

### UPTON.

Your committee thought best to open a short term in the north-east school-house, hoping that the whole of this part of the town would avail themselves of its privileges. In this they were disappointed. None but those formerly in the north-east, or sixth district, attended it. Four scholars were instructed eight weeks, at a cost of sixty-three dollars. Your committee feel that it would be cheaper for the town to hire a man to carry these pupils to some one of the other schools in town, than to keep up the school here.

The rising generation will reflect the opinions and interest of their elders. Indifference and insubordination among children cast a suspicion backward to their elders. The home rules are lax and they do not obey around the hearth-stones. When each parent shall make the success of the schools a matter of personal interest, we shall see a change for the better come over them. We trust, for the public weal and welfare of schools if for no other end, each parent will make the children mind at home. In this insubordination to authority, there is a source of great trouble to the teacher, and a bar to a good school.

Especially, do we trust, that parents will work with teachers, and not against them. Get acquainted with them. Show them sympathy and talk candidly and dispassionately about the schools and pupils. Never decide against the teacher, until you clearly see they are in the wrong, not from flying report, but personal observation and conversation. At any rate, insist so long as the children are members of the school that they obey its rules, and are respectful and obedient to the teacher.

Interest! Interest, on the part of the parents and guardians of the pupils in the schools they attend, will do more than anything else to interest the pupils.

See that there is a prompt and constant attendance at school. Inquire about it. Know what, and where your pupils and others are standing, and how they recite. Help the child, by giving it time for

study out of school-hours, and you will arouse an interest, such as we have not seen in pupils and teachers.

*Superintending Committee.*—S. O. DYER, GEO. S. BALL, H. FORBUSH.

### WARREN.

We would, if possible, impress upon the minds of parents and friends of the school, the obligation they are under to visit it during the term. The various school registers of the town show that only very seldom has any one manifested sufficient interest in pupil or teacher to spend an hour in their midst. We fear that there are many parents who have not seen the inside of a school-house since they themselves were pupils, though they have large families to educate. This responsibility is one that cannot be delegated to another; it is of an entirely different nature from that of any school official; it is a duty which you owe primarily to your own children, because they *are* your own, and as you would not trust their physical well being to a stranger without care or inquiry, how much more ought you to be interested in their moral and educational development, upon which their future depends.

We have adopted the rule, other things being equal, of employing teachers from our own town. We hope in this way to make it an object for those wishing to teach, to thoroughly qualify themselves for the work.

The State has established Normal Schools—Training Schools—where the course of study is arranged, having in view the profession of teaching.

We have secured as principal for our High School a graduate of one of these institutions. We are year by year more impressed with the necessity of this preparatory work, and of the great value of the theory and art of teaching as there taught. We have arranged a course of study for our High School following somewhat the Normal School plan, with the profession of teaching as an end; and we hope to be able to retain classes until they shall be fitted to take any position as teacher at our disposal, and in this way, to raise the standard of what is popularly thought to be an education among us.

*By-laws in relation to Truants and Absentees.*—1. Any child between the ages of seven and sixteen years, who, while a member of any Public School in Warren, shall absent himself or herself from said school, without the knowledge of the teacher, or parent, or guardian, or shall be habitually tardy without a sufficient excuse from his or her parent or guardian, shall be deemed a truant.

2. In case of truancy, the treatment of the first offence shall be

left to the discretion of the teacher. The second offence by the same child shall be reported by the teacher to the parent or guardian of the child. For the third offence the child shall be deemed an habitual truant, and the same shall be reported by the teacher to one of the truant officers of the town. The truant officer, upon such complaint, shall immediately notify the parent or guardian of the offending child, who shall be allowed to prevent summary punishment by such pledges for restraining the child and keeping him or her in school, as shall be satisfactory to said officer.

If the parent or guardian does not furnish and carry out such pledges, the truant officer shall, within one week, enter complaint against said truant child before some trial justice of this town, that said truant shall be proceeded against, and dealt with according to law.

To prevent any child from being unjustly deemed a truant, the parent or guardian of such child, in cases of necessary absence, shall previously, if possible, or at the earliest opportunity afterwards, inform the teacher by note, or in person, of such necessary absence.

3. Any child between the ages of seven and sixteen years, who is found wandering about the streets or public places of Warren, having no lawful occupation or business, and growing up in ignorance, shall be deemed an absentee. The first offence of such absentees shall be reported to the parent or guardian of the child, by a truant officer or by any citizen of the town, and in case of his failure to secure to the said child the requisite amount of schooling, either in the Public Schools or elsewhere, he shall be fined a sum not to exceed twenty dollars, according to the statute in such case provided. For the second offence of the same person, the child shall be sent to the Almshouse, or to the State Reform School, or the Nautical Branch of the same; or State Industrial School for Girls, for a period agreeable to the statutes, as the justice of the court having jurisdiction of the same shall decide.

4. It shall be the duty of the truant officers to take cognizance of all such cases of absenteeism described in section three of these by-laws, as may come under their notice, or as may be reported to them by any of the citizens of Warren.

5. The town shall annually choose three or more truant officers, whose duty it shall be to make complaints in case of violation of these by-laws, for the purpose of carrying into execution the sentence thereof, who shall receive such compensation for their services as the selectmen shall determine.

*School Committee.*—J. W. HASTINGS, J. H. MOORE, GEO. M. NEWTON.

## WESTMINSTER.

*Supervision of Schools.*—We offer, in closing, a few thoughts upon school supervision. That school supervision is an essential element in the complete development of our Public School system, no one at all acquainted with the subject will deny. Every institution needs a head. Manufacturing corporations have superintendents, foremen and overseers, in descending grades to the common workman. And the Public School system should rest upon the same principles. We have a national bureau of education, with a commissioner of education at its head; every State has, or should have an educational board, with one man at its head as superintendent.

The next lower supervisorship should be that of the county. Every county needs a school supervisor, appointed by the governor and executive council, on the recommendation of the State superintendent, constituting with him the Board of Education, and operating chiefly in the school-room with teachers, educators and the people. These county supervisors could find a profitable work in holding institutes and conventions and town educational meetings, in which lectures and discussions shall take place, by our best educators; thereby awakening an interest in school matters throughout communities, and in every section of the country. We think our State Board of Education deficient in this needed link of county supervision; and trust the time will come when we shall be as wise as our sister States, who regard the county supervision as “the main wheel in their school system,” and an indispensable agency in stimulating the minds of parents and teachers in the work of education. What our State Board of Education need is more helpers; an element that shall touch the masses, and reach out into back country towns as well as the cities; that shall visit the Common School as well as the Normals. The people need rousing up; the subject of schools needs to be brought home to the hearts of all. We have been instrumental in introducing a bill into the Senate, providing for county supervisors, and trust it may have a favorable hearing in both houses.

And then every town needs a supervisor or superintendent of schools, who, together with the prudential committee, shall constitute the town board of education. If the right man can be found, one is better than a dozen to take charge of all the schools; and if a poor man at best must serve, why then one inefficient person is certainly as good as any larger number of the same quality. And then, where the schools are under the guidance of one person, the work can be unified, and system and plan can be carried out in all the schools; and there will be some chance for the schools to rise up out of any



lethargy they may be in. What our schools need is more and better supervision! Eight weeks properly guided by a skilful superintendent will, in many cases, be worth twelve weeks where no such help is found.

But we have already far exceeded our intended limits. The subject is boundless. It is vast and full of hopes and prophecies. But the fact that so much remains to be done in this direction, instead of depressing, should stimulate every mind and heart to help forward the mighty work of education, which, at the best, will ever remain incomplete. And we need to take wise heed that liberal measures be taken to elevate, invigorate and raise the standard of our Public Schools; and the happy results will be felt increasingly by every succeeding generation. And, in Wordsworth's fitting lines,

“ From culture, unexclusively bestowed,  
Expect these mighty issues; from the pains  
And faithful care of unambitious schools,  
Instructing simple childhood's ready ear:  
Thence look for these magnificent results.”

*Superintendent.*—A. JUDSON RICH.

## WORCESTER.

*The Training School.*—With this school the year of experiment is past; its success is assured. In May last the first class was graduated, and, with one or two exceptions, they are successfully engaged in teaching. Its influence is not confined to the schools where its graduates teach. Many of our best teachers find there those natural methods of teaching, and principles of instruction, which they apply with excellent results in their own schools. Maxims like these—“Never tell a child what he can find out for himself,” “First the thought, for the child, and then its expression,”—when once apprehended by a teacher, will forever prevent the attempt to pour dry facts into unwilling ears, or to force from childish lips a string of meaningless definitions.

Early in the year this school sustained a severe loss, in the resignation of Miss D. A. Lathrop, who had been connected with it from its origin. Her rare ability to execute, the clearness of her ideas, and the vigor of her expression, tended to produce like qualities in the young ladies under her care—giving definiteness of outline to their thoughts, their language, and their acts; a quality of the greatest value in a teacher. Not only in this way, but by the splendid force of an excellent character, she indelibly impressed herself, for good, upon those whom she instructed.

It is matter for congratulation that the present principal, who has also been in the school since its beginning, is able to carry it on with undiminished usefulness.

But a single teacher could not possibly give the proper instruction to the Training class, and at the same time attend to the wants of the children in the three rooms. The school was therefore reorganized. The most advanced class, called the Model School, was placed under the care of one of the graduates of the school; the other two are each cared for by a special teacher, also a graduate; and in them the members of the Training class practise as teachers, always under the eye of one of their own number, the special teacher of the room, or the Training teacher.

This practice, and the criticism by which it is followed in the daily lessons, is one of the most useful exercises for the young ladies. By practice, and by practice only, can any theory of teaching be confirmed and vitalized. And by daily criticism, sharp, but friendly, the vitalizing process is hastened. By it a young lady becomes one of the very best of critics—a critic of her own teaching.

There are persons of marked ability as teachers, who, with very limited opportunity to prepare for the profession, seem intuitively to adopt the best method to awaken the interest of children, and to secure for them the greatest progress. Such teachers are very rare. Others, of moderate ability, good education and a spirit ambitious to excel, enter upon the work of teaching, and improve year by year. These do good work at last, but in their education as teachers, that of the pupils suffers. Apprenticeship must usually precede successful business. Others still are excellent scholars, but good teachers they never can become. To one or another of these classes, most teachers belong.

*State Normal School.*—The necessity of special training for teachers is thus apparent—training which shall not only instruct them in the best methods of teaching, but which shall give them practice under the eye of some one qualified to correct mistakes and to judge of their teaching capacity. It is by teaching, that one best learns to teach; but there is no time for this experimental practice in the schools, where our hold of the children is so brief. In a Normal School, under an experienced teacher, the practice is far more profitable. Teachers trained by practice are the need of the present time. To meet this need in the primary grades is the work of the Training School. But what of the higher grades?

In this county, with its thirty-four thousand children in the schools, eight hundred and fifty teachers are at work. If the average time they are employed is the same as in this city, two hundred new teach-

ers enter upon the work yearly. It is probable that the number is much larger; for in the country towns, changes are more frequent than in the city. To meet this demand for trained teachers, there is no adequate source of supply, which is within our reach. A large proportion of all pupils in the State Normal Schools live in the immediate vicinity of the institution. In this respect the teachers of Worcester County are not well accommodated. It is more economical to employ teachers near home; we ought not to be compelled to seek Normal School teachers from abroad.

It would seem, from all this, that a State Normal School, to be united with our Training School perhaps, is not only what is needed, but what ought to be demanded. This city alone would yearly employ a sizable class; the wants of the county are still greater. These were once apparent, it seems, and Barre was the seat of such a school. But that location must have been unfortunate, since it is not a centre of travel; and what was designed to supply our needs, has been diverted to another place. The want continues; from this place it can be supplied. Worcester is in the centre of a populous and thriving circle of towns; with her iron arms to the north, the south, the east, and the west, she embraces them all. A new railroad is under contract. Coaches run in all directions. From every town and village in the county this city is most easy of access.

That this vicinity is the needy field, and this city the most fitting place for such a school, needs only to be mentioned to be acknowledged. That other counties are equally needy may be true, but that any other in the State is equally destitute in this respect, and at the same time equally populous and wealthy, is not true. Every county ought to be supplied with a Normal School; and Worcester first. All who are familiar with the educational wants of the times will admit this. The only objection that can be urged is on the ground of expense; and that is no objection at all. Who does not know that the preëminence of Massachusetts always has depended upon the intelligence of her people—that educated brain is the only commodity, in whose production she can compete with the great States of the republic, rich in every natural advantage? And can this State tunnel her rock-ribbed mountains, at an immense cost, and at the same time refuse any small sum, in the support of those interests, through which alone she has the ability to level hills?

The purpose of the Public Schools is twofold—benevolent, to secure for individual pupils the means of education; and protective, to defend the State from an ignorant populace. To secure these benefits to society, individuals must surrender some of their rights for the public welfare. No man is allowed to keep his children from school; and in

the choice of studies, one must often yield his personal preference to the general good. Even the right of parents to control their own children is subordinate to their duty to society. Under despotic governments, the attendance of children at school is a matter of police regulation. Happily in these States moral means are generally sufficient. But there is still too much work for the truant officer, who has this year attended to more than two thousand cases of delinquency among pupils, and returned them to school in twelve hundred instances. It would be well for every parent to consider, not only his privilege of enjoying the benefits of the schools, but also the duty of having his children present, and obedient to all their regulations and requirements.

*Drawing.*—Like music, this study has not till recently been introduced into the Public Schools; and both, when once they are introduced and the benefits resulting from them are known, will always be continued. Both are in some sense fine arts; and drawing especially is also a very practical art, like writing. In our schools, drawing, which has been taught since last May, alternates with writing. The idea of form, as well as the command of muscle, required in drawing, is directly useful in writing. And thus far the results fulfil the expectation at the beginning, that no less progress would be made in writing because of the time spent in the other study. In our schools, pupils are not taught to copy pictures, as some suppose; by practice on simple copies, gradually increasing in difficulty, the eye is educated to judge of forms and distances with accuracy, and the muscle is taught to obey the will. To those who have not considered the subject, it is surprising to find in what a variety of occupations this simple art is useful. In the words of an eminent educator, "Skill in drawing has an intrinsic and practical value. It is of great importance in all pursuits conversant with the external form of things; and to many trades and professions, including all scientific mechanics, it is quite indispensable. It is useful to the architect, the master builder, and almost every mechanic, in drafting his plans, making contracts, and calculating the cost of construction. The pattern rooms in our machine shops and foundries, in the print and carpet factories, in the jewelry and plate works, the engraving and paper-staining establishments, in the arsenal and armory works, and many other manufactories, will indicate in part the numerous and important uses to which the competent draftsman applies his skill. I pass over its obvious uses in all inventions, in surveying, in map drawing, in civil and military engineering, and other pursuits; for there is scarcely any calling in which this art would not find a useful application. But these practical uses of drawing, valuable as they seem, are of minor importance compared with

its influence in educating the mind." To educate is to develop the powers. What power is the source of greater profit or delight than that by which we distinguish the beautiful in form and feature! It is through the eye, that some of our most refined ideas of the grand and the beautiful are derived. The eye opens to us those fields of infinite space, through which we peer from this little orb far towards the throne of the Eternal. And what instrument of such facile motion and delicate adjustment as the hand! The hand is the prime minister of the mind, executing its behests, and by its new creations leading the mind to higher development. All civilization rests upon the structure of the human hand. Had this been formed like the hoof of an ox, there would have been the end of all human ambition and greatness.

Such are the powers of the hand and the eye. Shall the education of these be neglected?

*Supt. Public Schools.*—A. P. MARBLE.

*Report of the Committee on the Truant School.*—The Committee on the Truant School respectfully submit the following report:—

The city ordinance establishing this school at the city farm directs that children between the ages of seven and sixteen years, wandering about the streets, having no lawful occupation, not attending school, and residents of the city, shall, when their names become known to the overseers of the poor, be required to attend such of the Public Schools and for such time as the overseers may direct. Any child neglecting, without good cause shown, to attend the school to which he is assigned, shall be deemed an habitual-truant.

During the past year the truant officer has attended to two thousand two hundred and thirty cases of absence from school from unknown causes. Of these, twelve hundred and sixty were returned to their schools. One hundred and thirty obstinate truants have been assigned to the several Public Schools; and of these, twenty-nine, being apparently habitual truants in the sense of the above definition, have been arrested as such, and brought before the municipal court. Seventeen have been convicted and sentenced to this school, usually for the term of either six months or one year.

Scholars are not reported to the officer, nor assigned to the schools by the overseers of the poor, till their teachers have used all the means in their power to reclaim them. Ample time is given them for reformation after they have been assigned; and when on trial, every reasonable opportunity is afforded their parents to show that their absence was authorized. Yet when all the links of evidence are furnished, and when, in spite of the ingenuity of counsel for the defence,

a conviction is reached, the truants are no sooner fitted to their new suit of clothes than the importunities of the parents for a pardon begin, in a majority of cases. This is most natural; for even in the bosom of those parents who provide least for their children, the parental instinct, always strong, is aroused by the absence even of those whose presence is a burden. It is a sad thing to deprive a parent of his offspring; and it should be done only when some necessity or the good of the children plainly demands it. The great caution with which convictions are reached, proves that there is such a necessity in the case of every boy sent to this school. It therefore is, and ought to be, the settled policy of those in charge of this school, to retain all scholars sent here during the full term of their sentence.

If those parents whose children are sent here would be as solicitous to secure proper attendance at the Public School as they are to secure a release from this, its work would be accomplished without pupils between the walls. Here is the difficulty; they are not thus solicitous; and so the city, in self-protection, must undertake the reformation of what they have suffered to become an injury to society—idle boys, the future candidates for the police office and the jail.

In the establishment of this school is involved the whole question of compulsory attendance upon the public and other schools. Here is exercised the right of removing children from the care of their natural guardians, for the public good and the welfare of the children themselves. How far this right extends, and to what extent it should be exercised, depends upon the other question, how much ignorance is permissible with safety to the republic. Certain it is, that ignorance is the one great enemy of all our institutions; and in combating this enemy, that broad liberty which every man has, to do as he pleases when in comparative solitude, must yield to the necessities of a denser population. In this country, at this time, no man has a right to allow his children to grow up in ignorance.

Of those who leave this school, nearly all who reënter the Public Schools, it is thought, are improved in respect to punctuality. Many are unquestionably benefited. But the utility of this institution is by no means confined to them. The great majority of our boys who incline to truancy have a wholesome respect for "the farm;" and when once brought to school by the officers, and reminded that the first step thither has been taken, they are far more punctual at school than if no such school awaited them. Only a small portion of those thus brought to the schools persist in their truancy till they become inmates of this.

The regulations appended to this report will further explain the management and aim of the school.

*Truant School Committee.*—A. P. MARBLE, *Supt. Schools*; JAS. M. DRENNAN, *City Marshal*; D. F. PARKER, *Chairman Com. on Farm.*

## REGULATIONS OF TRUANT SCHOOL.

SECT. I. *Art. 1.* The school shall be under the general direction of the committee on the Truant School, which shall be appointed by the mayor, from the board of overseers of the poor.

SECT. II. *Art. 1.* The superintendent of the almshouse shall keep a separate book of accounts for the Truant School, in which he shall credit all appropriations for its support, and all the labor of the boys at a price fixed by the board of overseers of the poor, and he shall charge against the school all the expenses incurred for its support, including the cost of the clothing and the board of the boys, and the salary and board of the teacher.

*Art. 2.* It shall be the duty of the superintendent to aid the teacher to secure prompt attendance in the school, ready obedience, good deportment and faithfulness to study.

SECT. III. *Art. 1.* It shall be the duty of the teacher of the Truant School to keep a register of attendance, in which shall be noted the date, cause and length of, and authority for, every case of tardiness or absence from the school. The teacher shall also keep a faithful record of the deportment of each scholar, with the reason for, and nature and extent of, every punishment inflicted, either personally or by the superintendent.

*Art. 2.* The teacher shall make a quarterly report of the above and other matters pertaining to the interests of the school, to the board of overseers of the poor, at their meeting next succeeding the close of the quarter.

*Art. 3.* The teacher shall labor to inspire the pupils with self-respect, and to this end shall insist on cleanliness, and shall strive to inculcate principles of morality and justice.

*Art. 4.* The teacher shall assemble them every Sunday forenoon, and spend an hour with them in the reading and study of the New Testament, but shall strictly abstain from all sectarian comment.

## GENERAL REGULATIONS.

*Art. 1.* From the 1st of April to the 1st of October, there shall be only one session of the Truant School, each day, which shall invariably begin at 8, A.M., and close at 12, M. No boy shall be kept out of the school for any purpose whatever, except in case of emergency in the busy farming season, and every such case shall be recorded, as provided in section 3, article 1, and reported by the superintendent at the next meeting of the board of overseers of the poor. It shall also enter into the next quarterly report of the teacher. From the 1st of October to the 1st of April, there shall be two daily sessions of school, from 9, A.M., to 12, M., and from 2 to 4, P.M., and on no account shall a boy be taken from the school during this season, except by permission previously obtained from the mayor or some member of the committee on the Truant School.

*Art. 2.* The use of tobacco, in any form, by the boys, is prohibited, and both the superintendent and teacher are held responsible for the enforcement of this prohibition.

*Art. 3.* The teacher shall be employed and the salary fixed by the committee on the school, subject to the approval of the board, but no teacher shall be engaged without previously passing a satisfactory examination according to the

laws of the Commonwealth and the rules of the school committee of the city of Worcester.

*Art. 4.* The rate of board per week to be charged by the superintendent against the teacher and pupils of the Truant School shall be fixed annually by the overseers of the poor at their regular meeting in January, but they may change it at any time they deem it necessary by a vote of a majority of the members of the board. The price per hour of the services of the boys shall also be fixed at the same time and in the same manner, subject likewise to the same conditions of change.

Adopted by a unanimous vote.

JAMES B. BLAKE, *Mayor*.

GEORGE W. GALE, *Clerk*.





## THE JOURNAL OF THE

ROYAL SOCIETY OF MEDICINE  
AND THE  
ROYAL SOCIETY OF MEDICAL AND PHYSICAL SCIENCES  
OF THE METROPOLIS

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# AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL  
COMMITTEES OF THE SEVERAL TOWNS AND  
CITIES IN THE COMMONWEALTH, FOR  
THE SCHOOL-YEAR 1869-70.

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## BOARD OF EDUCATION.

## BARNSTABLE COUNTY.

TOWNS.	Population—U. S. Census, 1870.*	Valuation—1865.†	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Barnstable, . .	4,795	\$2,265,407	28	-	\$199 34	\$23,875 00	883	937	739	799	20
Brewster, . .	1,263	801,452	8	-	100 00	5,260 00	215	282	161	224	4
Chatham, . .	2,423	1,100,543	13	\$3,743 27	299 80	14,050 00	561	584	387	423	29
Dennis, . .	3,266	1,181,339	16	-	351 86	34,000 00	720	818	533	672	6
Eastham, . .	668	219,948	4	-	5 00	2,000 00	117	159	88	117	5
Falmouth, . .	2,239	1,375,661	13	-	-	15,000 00	307	369	245	298	4
Harwich, . .	3,080	1,025,217	19	-	100 00	5,000 00	698	870	547	689	16
Mashpee,† . .	348	-	-	-	-	-	-	-	-	-	-
Orleans, . .	1,324	558,858	8	-	1,700 00	10,000 00	267	337	193	259	-
Provincetown, . .	3,864	1,576,145	12	5,771 58	-	15,000 00	707	833	563	693	-
Sandwich, . .	3,696	1,669,105	24	-	1,625 00	21,350 00	625	820	467	655	18
Truro, . .	1,265	361,717	7	-	-	5,500 00	191	296	169	265	-
Wellfleet, . .	2,135	700,165	15	-	100 00	12,000 00	424	505	325	434	3
Yarmouth, . .	2,425	1,440,641	9	-	525 00	3,000 00	378	400	309	329	-
Total, . .	32,791	\$14,276,198	176	\$9,514 85	\$5,006 00	\$166,035 00	6,093	7,210	4,726	5,857	105

## BERKSHIRE COUNTY.

Adams, . .	12,092	\$3,350,551	37	-	\$4,000 00	\$17,500 00	2,274	1,839	1,497	1,487	18
Alford, . .	430	340,490	3	-	-	800 00	65	67	42	52	-
Becket, . .	1,347	478,120	12	-	950 00	6,250 00	321	295	229	251	19

# SCHOOL RETURNS.

iii

Cheshire, .	1,758	\$675,997	8	\$15,000 00	\$208 69	\$16,500 00	315	333	189	241	1
Clarksburg, .	686	133,234	2	1,450 00	25 00	2,100 00	125	130	118	99	3
Dalton, .	1,252	988,160	8	4,144 82	-	13,000 00	216	233	177	183	6
Egremont, .	931	587,619	5	-	-	1,050 00	146	173	103	122	6
Florida, .	1,322	152,523	6	-	-	750 00	183	164	157	122	11
Gt. Barrington, .	4,327	2,177,071	19	10,000 00	-	22,000 00	763	747	550	556	26
Hancock, .	882	490,299	8	-	-	3,500 00	145	190	83	140	6
Hinsdale, .	1,696	801,755	10	-	-	5,200 00	298	289	225	228	18
Lanesborough, .	1,413	661,018	7	-	-	1,600 00	240	275	164	201	2
Lee, .	3,866	1,682,411	17	2,050 00	-	10,000 00	781	768	592	609	21
Lenox, .	1,966	827,539	9	-	-	12,000 00	300	319	223	212	8
Monterey, .	653	292,117	8	-	-	1,140 00	125	135	98	111	5
Mt. Washington, .	256	87,676	2	-	-	2,600 00	49	51	30	39	1
New Ashford, .	208	108,662	2	-	-	250 00	43	44	25	31	1
N. Marlborough, .	1,855	615,727	11	-	-	2,863 00	322	348	228	242	9
Otis, .	960	311,595	7	-	-	2,000 00	178	191	130	144	11
Peru, .	455	214,930	6	-	-	2,035 00	84	119	64	88	7
Pittsfield, .	11,113	6,378,878	34	-	-	70,000 00	1,641	1,704	1,268	1,288	31
Richmond, .	1,091	502,277	6	-	-	2,200 00	177	102	120	66	9
Sandisfield, .	1,482	612,943	13	-	-	1,900 00	323	374	245	264	14
Savoy, .	861	272,400	9	-	-	2,500 00	175	188	132	139	10
Sheffield, .	2,535	1,206,820	14	-	-	5,500 00	364	403	249	266	37
Stockbridge, .	2,003	1,323,883	11	-	-	8,200 00	395	352	289	276	9
Tyringham, .	557	299,594	3	-	-	1,200 00	109	117	79	88	5
Washington, .	694	289,398	7	-	-	3,000 00	158	113	96	98	7
W. Stockbridge, .	1,924	613,816	8	1,500 00	-	6,500 00	334	389	195	278	5
Williamstown, .	3,584	1,160,587	18	3,953 03	-	22,000 00	542	574	375	437	24
Windsor, .	685	303,324	10	-	-	645 00	133	182	94	129	11
Total, .	64,884	\$27,937,444	320	\$38,097 85	\$9,315 26	\$246,783 00	11,324	11,208	8,066	8,487	341

\* The official Report of the U. S. Census for 1870 was not received in season for these tables, but the U. S. Marshal has kindly permitted access to returns at his office, which are subject to revision at the U. S. Census Bureau.

† The Valuation of taxable property in 1870 has not yet been completed.

‡ Marshpee District incorporated as the town of Marshpee at the last session. For its returns see the table of school returns, Indians.

## BOARD OF EDUCATION.

## BARNSTABLE COUNTY—CONTINUED.

T O W N S .	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1869-70.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Barnstable, .	211	1,000	7	23	219	8	\$70 17	\$36 35	\$10,000 00	-	\$320 00	\$2,000 00
Brewster, .	57	282	2	8	56.7	8.5	60 00	29 00	2,000 00	-	93 87	-
Chatham, .	104	625	3	15	119	8.15	85 00	23 92	3,700 00	\$70 00	213 87	-
Dennis, .	176	841	8	17	128	8.5	57 88	28 20	5,000 00	308 00	-	-
Eastham, .	23	127	4	3	27	6.15	50 00	20 00	1,000 00	-	66 00	-
Falmouth, .	66	397	8	16	91	8.10	51 11	27 67	3,000 00	-	237 09	10,000 00
Harwich, .	173	798	13	16	125	6.11	43 85	21 70	4,000 00	175 00	96 50	-
Orleans, .	115	269	4	8	64	8	63 00	22 31	2,200 00	-	125 00	-
Provincetown, .	125	715	6	14	120	10	75 00	22 08	6,461 00	-	-	-
Sandwich, .	219	835	11	25	150	6.5	58 00	26 07	6,000 00	-	303 80	2,500 00
Truro, .	85	247	6	6	42	6.10	48 00	20 00	1,500 00	-	105 00	-
Wellfleet, .	104	426	4	15	107.10	8.11	70 00	30 00	5,000 00	-	125 00	-
Yarmouth, .	84	365	3	11	81	9	76 11	39 76	4,000 00	-	130 00	16,000 00
Total, .	1,542	6,927	79	177	7.11	-	\$62 16	\$26 70	\$53,861 00	\$553 00	\$1,816 13	\$30,500 00

## BERKSHIRE COUNTY—CONTINUED.

Adams, .	150	2,064	6	46	347.5	9.11	\$121 50	\$32 50	\$16,000 00	-	\$650 00	-
Alford, .	16	69	2	3	20.15	6.18	32 50	18 00	389 59	\$70 00	19 00	-
Becket, .	30	341	1	17	72.1	6.5	37 00	22 73	1,800 00	93 00	50 00	\$1,168 00

# SCHOOL RETURNS.

v

Cheshire, . . .	32	340	5	8	52	6.10	\$34 50	\$30 00	\$1,700 00	-	\$52 00	-
Clarksburg, . .	11	171	2	2	15.15	7.18	36 34	36 00	500 00	-	30 00	\$357 01
Dalton, . . .	10	241	-	12	65.5	8.15	-	30 36	2,000 00	\$32 00	30 00	-
Egremont, . . .	25	159	1	9	36.7	7.6	32 00	31 00	1,000 00	151 00	36 50	-
Florida, . . .	19	160	3	8	31	5.3	37 66	20 72	800 00	-	46 40	200 00
Gt. Barrington, .	28	906	2	31	161.5	8.10	90 00	31 15	8,000 00	75 00	160 00	960 66
Hancock, . . .	35	200	4	10	54	6.15	26 00	22 00	700 00	236 00	30 00	200 00
Hinsdale, . . .	19	328	2	12	68.8	6.14	32 00	27 00	2,000 00	70 00	75 00	-
Lanesborough, . .	19	308	4	9	46.3	6.12	33 75	24 11	1,200 00	-	44 50	1,771 90
Lee, . . .	80	810	3	22	130.5	8.1	57 00	27 34	5,250 00	170 00	75 00	1,600 00
Lenox, . . .	53	325	4	11	62	8	61 50	35 00	3,000 00	225 00	133 00	3,000 00
Monterey, . . .	21	142	-	9	55.10	7	-	24 00	800 00	450 00	35 00	1,790 00
Mt. Washington, .	15	65	2	2	14	7	37 00	22 00	200 00	200 00	20 00	100 00
New Ashford, . .	5	46	1	2	12.18	6.9	44 00	16 66	200 00	75 00	12 00	-
N. Marlborough, .	19	339	-	15	81	7.7	-	26 05	1,500 00	50 00	46 00	-
Otis, . . .	28	208	1	9	44.3	6.6	32 00	22 71	800 00	122 00	36 00	-
Peru, . . .	17	106	-	9	35.5	5.15	-	21 82	600 00	30 00	48 25	400 00
Pittsfield, . . .	150	2,165	4	53	332	9.20	102 75	33 00	21,700 00	-	1,200 00	-
Richmond, . . .	10	208	1	6	35.11	6.12	44 00	23 66	800 00	-	25 00	-
Sandisfield, . .	51	336	5	15	86.1	6.12	41 00	22 00	1,350 00	560 00	69 50	1,290 00
Savoy, . . .	32	173	3	10	55.10	6.3	37 00	25 71	800 00	636 00	30 00	1,297 00
Sheffield, . . .	69	464	4	21	118.10	8.7	34 50	28 00	3,000 00	288 00	200 00	1,600 00
Stockbridge, . .	74	444	1	14	88.5	8.5	120 00	29 44	3,500 00	-	238 75	3,000 00
Tyringham, . . .	32	124	3	3	23.10	7.17	31 50	24 80	700 00	-	74 00	-
Washington, . . .	16	164	2	9	38.10	6	25 50	20 11	800 00	-	5 00	-
W. Stockbridge, .	48	387	4	10	48.15	6.10	43 00	28 55	1,200 00	130 50	88 50	-
Williamstown, . .	73	677	3	19	138.10	7.19	36 00	31 50	4,500 00	-	84 00	-
Windsor, . . .	25	131	3	10	57.12	6	34 00	25 80	800 00	870 00	41 35	-
Total, . . .	1,212	12,601	76	416	7.12	-	\$47 92	\$26 25	\$87,589 59	\$4,533 50	\$3,739 75	\$18,734 57

## BARNSTABLE COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				IN CORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1870.	
			Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.		Aggregate paid for Tuition.
					Months.	Days.								
Barnstable, .	\$160 00	-	-	-	-	-	-	-	-	1	40	\$1,000 00	\$147 45	
Brewster, .	-	-	-	-	-	-	-	-	-	-	-	-	197 05	
Chatham, .	-	-	1	Taxation,	9.10	-	\$1,200 00	-	-	-	-	-	241 85	
Dennis, .	-	-	1	Taxation,	9	-	750 00	-	-	-	-	-	121 82	
Eastham, .	-	-	-	-	-	-	-	-	-	1	20	20 00	170 10	
Falmouth, .	900 00	-	1	Tax'n in part,	9	-	850 00	1	14	\$15 00	1	5	40 00	-
Harwich, .	-	-	-	-	-	-	-	-	-	-	-	-	150 92	
Orleans, .	-	-	-	-	-	-	-	-	-	-	-	-	222 82	
Provincetown, .	-	-	1	Taxation,	10	-	1,000 00	-	-	-	3	30	500 00	241 84
Sandwich, .	175 00	-	1	Taxation,	10	-	800 00	1	25	200 00	5	25	325 00	143 64
Truro, .	-	-	-	-	-	-	-	-	-	-	-	-	182 51	
Wellfleet, .	-	-	1	Taxation,	10.10	-	900 00	-	-	-	-	-	163 16	
Yarmouth, .	960 00	-	-	-	-	-	-	-	-	-	-	-		
Total, .	\$2,195 00	-	6	-	-	-	\$5,500 00	2	39	\$215 00	11	120	\$1,885 00	\$1,983 16

## BERKSHIRE COUNTY—CONCLUDED.

Adams, .	-	-	2	Taxation,	9.15	-	\$1,700 00*	-	-	-	-	-	-	\$403 20
Alford, .	-	-	-	-	-	-	-	-	-	-	-	-	-	110 41
Becket, .	\$88 34	-	-	-	-	-	-	-	-	-	2	60	\$363 33	158 36



### SCHOOL RETURNS.

[illegible]

\* Average \$1,700.

## BRISTOL COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1865.	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Re-pairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Acushnet, .	1,132	\$656,500	7	-	-	\$1,750 00	194	198	131	144	9
Attleborough, .	6,771	2,201,660	27	\$288 72	\$288 72	32,730 74	1,137	1,137	913	913	20
Berkley, .	744	316,002	6	41 51	41 51	2,000 00	129	171	93	136	6
Dartmouth, .	3,368	2,432,270	19	-	-	31,100 00	555	603	395	456	17
Dighton, .	1,817	776,779	11	95 00	95 00	6,825 00	316	354	240	265	14
Easton, .	3,668	1,930,900	16	867 68	867 68	61,000 00	657	725	514	595	4
Fairhaven, .	2,626	1,778,217	13	80 00	80 00	9,000 00	518	531	400	444	9
Fall River, .	26,768	12,632,419	58	7,907 02	7,907 02	183,013 79	3,966	3,937	2,978	3,117	-
Freewtown, .	1,372	706,117	8	211 57	211 57	7,340 87	262	282	209	235	8
Mansfield, .	2,432	750,442	9	13 89	13 89	9,275 00	421	431	312	332	13
New Bedford, .	21,325	20,525,790	23	4,325 39	4,325 39	96,200 00	3,593	3,430	3,227	3,160	-
Norton, .	1,821	842,527	8	128 81	128 81	7,116 00	270	278	214	234	5
Raynham, .	1,713	1,115,026	8	497 50	497 50	5,600 00	308	331	250	283	7
Rehoboth, .	1,899	764,906	15	12 00	12 00	5,300 00	341	383	263	292	12
Seekonk, .	1,022	496,844	8	-	-	4,645 00	157	183	123	156	13
Somerset, .	1,776	865,618	6	993 25	993 25	7,975 00	348	359	241	284	12
Swansea, .	1,294	755,680	9	20 00	20 00	4,648 00	228	289	167	215	9
Taunton, .	18,630	8,463,074	52	2,897 72	2,897 72	69,000 00	2,961	3,103	2,215	2,837	11
Westport, .	2,724	1,453,897	30	-	-	11,700 00	547	587	366	440	23
Total, .	102,902	\$59,464,668	323	\$23,766 34	\$18,380 06	\$556,219 40	16,908	17,312	13,251	14,538	192

# SCHOOL RETURNS.

ix

## DUKES COUNTY.

Chilmark, .	476	\$350,801	3	-	\$2,100 00	86	109	72	95	3
Edgartown, .	1,516	1,035,467	9	\$800 00	7,500 00	293	271	257	228	1
Gay Head,*	160	-	-	-	-	-	-	-	-	-
Gosnold, .	99	112,993	1	-	-	12	13	9	10	-
Tisbury, .	1,536	684,714	9	400 00	4,500 00	304	324	249	278	6
Total, .	3,787	\$2,183,975	22	\$1,200 00	\$14,100 00	695	717	587	611	10

\* Gay Head was incorporated as a town at the last session. For a return of its schools see the table, Indians.

## BOARD OF EDUCATION.

## BRISTOL COUNTY—CONTINUED.

TOWNS.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch's.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1869-70.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Acushnet, .	37	213	2	6	55.10	8.10	\$33 34	\$27 91	\$2,000 00	-	\$152 00	-
Attleborough, .	110	1,282	6	35	226.4	8.3	80 50	34 89	11,000 00	\$11,800 00	535 70	\$11,800 00
Berkley, .	39	152	2	8	39	6.10	42 50	23 10	1,000 00	-	61 75	-
Dartmouth, .	91	675	4	25	158	8.9	46 50	25 50	4,500 00	-	121 00	-
Dighton, .	33	300	-	16	75	7.3	-	30 80	2,500 00	-	120 00	-
Easton, .	54	734	6	14	108	6.10	55 83	29 22	5,200 00	\$600 00	200 00	-
Fairhaven, .	39	458	3	17	119.15	9.4	92 50	27 95	6,000 00	-	300 00	5,000 00
Fall River, .	239	5,294	8	86	612.15	10.11	122 48	36 04	44,000 00	-	417 00	-
Freetown, .	32	290	1	11	67.7	8.8	40 00	26 71	1,800 00	-	90 00	-
Mansfield, .	39	478	1	14	54	6	-	29 55	2,150 00	-	119 00	800 00
New Bedford, .	233	3,715	8	80	239.4	10.4	145 71	49 31	50,210 59	-	2,116 46	-
Norton, .	34	302	3	12	60	7.10	46 00	30 16	2,000 00	-	147 07	-
Raynham, .	27	324	-	10	45.15	6.2	-	34 85	1,800 00	-	158 00	-
Rehoboth, .	60	388	2	20	90	6	42 00	29 70	2,498 95	-	90 00	3,100 00
Seekonk, .	22	172	-	12	49.10	6.4	-	25 20	1,200 00	24 00	58 00	-
Somerset, .	26	416	5	10	36	6	42 60	29 60	1,700 00	-	120 00	-
Swansea, .	39	256	5	10	54	6	39 80	29 70	1,906 91	-	75 00	-
Taunton, .	200	3,319	4	66	489.15	9.9	123 65	35 98	27,983 68	-	1,288 70	8,500 00
Westport, .	85	472	8	19	154.15	7.15	55 44	20 55	4,300 00	-	150 00	-
Total, .	1,439	19,240	67	471	8.9	-	\$67 26	\$30 35	\$173,750 13	\$624 00	\$6,319 68	\$29,200 00

## DUKES COUNTY—CONTINUED.

Chilmark, .	32	83	4	18	6	\$45 00	\$23 00	\$550 00	—	\$47 00	—
Edgartown, .	39	325	12	58.10	6 10	111 11	24 65	2,500 00	—	175 00	—
Gosnold, .	2	23	1	6	6	—	26 00	100 00	—	8 50	—
Tisbury, .	34	374	8	54	6	40 69	20 02	2,200 00	—	90 00	\$5,000 00
Total, .	107	805	25	6.4	—	\$65 60	\$23 42	\$5,350 00	—	\$320 50	\$5,000 00

## BRISTOL COUNTY—CONCLUDED.

T O W N S.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	H I G H S C H O O L S.				I N C O R P . A C A D E M I E S .			U N I O R . A C A D E M I E S A N D P R I V A T E S C H O O L S .			Town's share of School Fund, payable January 25, 1870.	
			Number.	How supported.	L E N G T H .		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.		Aggregate paid for Tuition.
					Months.	Days.								
Acushnet, .	-	-	2	Taxation,	10.10	-	\$1,000 00*	-	-	-	-	-	-	\$143 14
Attleborough, .	\$708 00	-	1	-	-	-	-	-	-	-	-	-	-	332 28
Berkley, .	-	-	1	Taxation,	9	-	500 00	-	-	-	-	-	-	129 42
Dartmouth, .	-	-	1	-	-	-	-	-	-	-	-	-	-	224 00
Dighton, .	-	-	1	Taxation,	10	-	800 00	-	-	-	-	-	-	152 41
Easton, .	-	-	1	Taxation,	8.15	-	1,400 00	-	-	-	2	20	\$450 00	223 66
Fairhaven, .	300 00	-	1	Taxation,	10.15	-	1,600 00	-	-	-	4	92	1,400 00	183 32
Fall River, .	-	-	1	-	-	-	-	-	-	-	-	-	-	887 59
Freetown, .	-	-	-	-	-	-	-	-	-	-	-	-	-	135 54
Mansfield, .	60 00	-	1	Taxation,	10.4	-	1,800 00	1	50	\$6,000 00	19	325	1,200 00	177 21
New Bedford, .	-	-	-	-	-	-	-	1	105	5,365 00	1	11	5,600 00	642 08
Norton, .	-	-	-	-	-	-	-	-	-	-	1	10	16 00	152 91
Raynham, .	-	-	-	-	-	-	-	-	-	-	1	10	75 00	151 74
Rehoboth, .	186 00	-	-	-	-	-	-	-	-	-	-	-	-	143 13
Seekonk, .	-	-	-	-	-	-	-	-	-	-	-	-	-	127 94
Somerset, .	-	-	-	-	-	-	-	-	-	-	6	152	202 25	169 77
Swansea, .	-	-	-	-	-	-	-	-	-	-	4	75	130 00	140 16
Taunton, .	850 00	-	1	Taxation,	10	-	1,500 00	1	60	2,400 00	6	90	1,200 00	666 56
Westport, .	-	-	1	Taxation,	9	-	850 00	-	-	-	1	16	700 00	182 17
Total, .	\$2,104 00	-	9	-	-	-	-	3	215	\$13,765 00	45	841	\$10,973 25	\$4,965 03

## DUKES COUNTY—CONCLUDED.

Chilmark, .	.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$117 02
Edgartown, .	.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	151 59
Gosnold, .	.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	103 14
Tisbury, .	.	\$300 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	161 17
Total, .	.	\$300 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$532 92

\* Average \$1,000.

## BOARD OF EDUCATION.

## ESSEX COUNTY.

TOWNS.	Population - U. S. Census, 1870.	Valuation - 1865.	No. of Schools.	Amount expended in 1869 for erecting School-Houses.	Amount paid for repairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Amesbury, .	5,581	\$1,677,632	24.	\$7,490 83	\$539 61	\$28,500 00	816	837	670	658	22
Andover, .	5,006	2,702,426	18	2,750 71	1,179 38	27,140 00	800	742	647	629	20
Beverly, .	6,508	3,359,216	24	40,090 11	-	54,000 00	1,150	1,189	974	975	-
Boxford, .	842	631,942	6	-	10 00	3,400 00	139	168	114	133	2
Bradford, .	2,014	832,083	6	7,000 00	1,117 71	18,000 00	325	331	269	279	1
Danvers, .	5,600	2,237,630	17	-	614 00	28,950 00	1,087	1,121	888	934	7
Essex, .	1,614	912,417	9	-	131 94	11,225 00	315	365	241	279	14
Georgetown, .	2,088	760,473	10	-	-	10,000 00	417	401	336	316	-
Gloucester, .	15,397	4,505,390	31	20,720 08	1,776 00	130,000 00	2,973	2,986	2,203	2,470	-
Groveland, .	1,776	666,119	6	-	-	11,290 00	269	296	216	219	-
Hamilton, .	791	481,423	4	-	239 00	4,200 00	129	132	95	102	8
Haverhill, .	13,092	4,488,107	42	14,225 00	1,071 70	95,000 00	2,061	2,161	1,663	1,760	6
Ipswich, .	3,724	1,556,491	12	-	50 00	5,720 00	596	589	475	418	3
Lawrence, .	28,932	11,240,191	54	6,700 00	4,363 51	176,000 00	3,324	3,489	2,639	2,433	-
Lynn, .	28,246	10,053,309	48	120,000 00	6,176 06	282,000 00	4,651	4,360	3,772	3,397	-
Lynnfield, .	816	604,617	4	-	322 23	3,205 45	172	161	123	132	2
Manchester, .	1,665	766,383	8	5,000 00	128 00	11,500 00	316	289	261	242	2
Marblehead, .	7,705	2,131,268	19	-	820 31	28,000 00	1,294	1,326	1,064	1,125	-
Methuen, .	2,968	1,292,951	13	-	30 00	15,500 00	518	526	409	416	10
Middleton, .	1,011	392,445	5	-	58 00	5,000 00	199	200	162	163	5
Nahant, .	476	517,194	2	-	286 26	4,000 00	73	91	58	75	-
Newbury, .	1,430	767,849	8	-	141 45	3,500 00	202	211	160	168	19
Newburyport, .	12,598	7,659,960	35	-	1,500 27	68,800 00	2,016	2,095	1,629	1,621	-



## SCHOOL RETURNS.

XV

North Andover, .	2,552	\$1,830,829	12	-	\$321 54	\$58,149 00	466	445	402	370	4
Peabody, .	7,343	3,819,766	15	\$86,000 00	2,600 00	107,000 00	1,284	1,326	1,071	1,148	3
Rockport, .	3,904	1,279,717	11	2,608 90	881 56	18,600 00	650	763	540	618	-
Kowley, .	1,157	511,171	5	1,350 00	150 00	4,000 00	191	201	150	147	4
Salem, .	24,119	16,192,359	64	62,241 14	-	246,000 00	3,151	3,201	2,567	2,656	-
Salisbury, .	3,779	1,680,089	14	-	113 42	14,123 57	619	563	479	442	5
Saugus, .	2,247	1,300,074	9	-	-	18,000 00	395	384	306	313	1
Swampscott, .	1,846	1,449,859	6	-	398 00	15,500 00	379	331	265	279	-
Topsfield, .	1,213	687,610	5	-	650 00	6,000 00	212	236	156	173	6
Wenham, .	986	463,558	5	-	1,200 00	3,000 00	178	199	146	168	2
West Newbury, .	2,006	940,919	11	-	823 25	11,000 00	372	427	305	346	8
Total, .	201,032	\$90,393,467	562	\$376,176 77	\$27,693 20	\$1,526,303 02	31,739	32,142	25,455	25,604	164

## ESSEX COUNTY—CONTINUED.

TOWNS.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1889.	Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1889-90.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expense of Superintendence and Printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Amesbury, . . . . .	90	951	6	26	158.1	6.12	\$78 13	\$25 33	\$6,000 00	\$56 00	\$265 00	\$120,000 00
Andover, . . . . .	36	857	1	25	158	8.16	114 28	37 88	7,520 77	-	575 00	3,000 00
Beverly, . . . . .	83	1,170	2	28	211	10	120 00	39 95	16,500 00	-	175 00	2,437 94
Boxford, . . . . .	43	175	5	8	50.6	8.2	50 20	27 00	1,500 00	-	177 65	-
Bradford, . . . . .	43	402	3	8	53.5	9.18	91 48	35 39	3,500 00	-	110 00	-
Danvers, . . . . .	83	1,174	5	24	167.4	9.17	81 75	28 30	9,185 00	45 00	371 00	-
Essex, . . . . .	59	356	4	12	77.16	8.12	62 50	30 20	2,500 00	48 00	213 01	-
Georgetown, . . . . .	-	397	1	11	68.10	8.10	94 50	27 00	3,000 00	50 00	150 00	-
Gloucester, . . . . .	219	2,828	7	79	284.5	10.4	139 20	31 97	25,500 00	-	1,710 00	-
Groveland, . . . . .	41	360	-	9	47.3	7.18	-	38 20	1,752 48	-	80 00	-
Hamilton, . . . . .	34	144	3	4	30.5	7.11	53 34	26 90	1,000 00	-	39 70	-
Haverhill, . . . . .	189	2,265	3	54	375.12	9.10	126 83	51 77	26,000 00	-	648 50	7,000 00
Ipswich, . . . . .	58	575	6	12	109	9.2	57 00	24 50	4,400 00	-	125 00	-
Lawrence, . . . . .	112	4,665	4	69	510	10	180 00	50 30	42,193 20	-	117 00	-
Lynn, . . . . .	185	5,674	7	85	463	10	159 86	47 47	49,828 93	-	1,719 58	-
Lynnfield, . . . . .	17	154	-	6	37.3	9.2	-	29 41	1,200 00	-	63 85	-
Manchester, . . . . .	36	308	1	11	75.10	9.8	80 00	25 57	2,775 00	-	185 00	-
Marblehead, . . . . .	63	1,484	2	28	199.10	10.10	100 00	28 37	10,500 00	200 00	100 00	5,950 00
Methuen, . . . . .	40	576	5	17	98	7.11	85 27	31 00	4,650 00	-	237 00	-
Middleton, . . . . .	25	219	1	7	38.5	7.13	-	29 92	1,300 00	-	70 72	-
Nahant, . . . . .	4	82	1	1	21	11.5	70 83	37 50	1,600 00	-	78 00	-
Newbury, . . . . .	29	219	2	11	58.10	7.6	36 00	25 05	1,400 00	65 00	112 50	20,000 00
Newburyport, . . . . .	158	2,652	9	44	280	10	95 00	34 00	24,500 00	200 00	128 00	65,000 00

## SCHOOL RETURNS.

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North Andover, .	49	507	2	18	114.10	9.13	\$105 00	\$28 50	\$5,800 00	-	\$265 00	\$3,000 00
Peabody, .	86	1,460	6	24	145	9.14	122 23	40 84	16,200 00	-	733 00	-
Rockport, .	214	817	2	20	87.10	8	56 00	26 62	5,156 59	-	342 00	-
Rowley, .	26	226	2	7	37.5	7.8	57 50	25 00	1,500 00	-	90 00	-
Salem, .	178	5,235	9	76	641	10.10	138 37	47 26	48,215 81	-	2,187 20	4,000 00
Salisbury, .	46	737	5	13	120.15	8.13	59 00	25 00	4,000 00	-	250 00	-
Saugus, .	18	452	-	11	90	10	-	33 55	3,787 81	-	200 00	-
Swampscott, .	14	338	1	7	64.10	10.15	100 00	36 00	5,500 00	-	214 00	-
Topsfield, .	33	236	3	5	31.17	67	43 33	28 12	1,000 00	-	50 00	-
Wentham, .	21	175	2	6	42.5	89	52 50	32 80	1,500 00	-	82 00	-
West Newbury, .	41	406	3	11	77	7	51 67	28 50	2,708 55	-	193 30	-
Total, .	2,323	38,276	112	777	8.19	-	\$88 73	\$33 09	\$343,674 14	\$664 00	\$12,058 01	\$230,387 94

## ESSEX COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.			INCorp. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1870.	
			Number.	How supported.	Length. Months. Days.	Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.		Aggregate paid for Tuition.
Amesbury, . . .	-	-	1	Taxation, Funds, . . .	10	\$750 00	-	-	-	3	32	\$297 50	\$229 95
Andover, . . .	\$7,000 00	-	1	Taxation, . . .	9.10	1,500 00	330	\$12,730 25	-	3	30	525 60	243 17
Beverly, . . .	180 00	-	1	Taxation, . . .	10	1,400 00	-	-	-	2	30	400 00	290 45
Boxford, . . .	141 20	\$58 10	-	-	-	-	-	-	-	1	4	300 00	129 42
Bradford, . . .	-	-	1	Taxation, . . .	10	1,000 00	85	4,782 32	1	1	20	-	159 68
Danvers, . . .	-	300 00	1	Taxation, . . .	10	1,200 00	-	-	-	1	24	424 00	295 90
Essex, . . .	-	-	-	-	-	-	-	-	-	1	-	16 00	161 83
Georgetown, . . .	-	-	1	Taxation, . . .	9	950 00	-	-	-	2	45	450 00	164 48
Gloucester, . . .	-	-	1	Taxation, . . .	10.5	2,000 00	-	-	-	-	-	-	571 32
Groveland, . . .	-	-	-	-	-	-	-	-	-	-	-	-	159 85
Hamilton, . . .	-	-	-	-	-	-	-	-	-	-	-	-	125 13
Haverhill, . . .	-	521 18	1	Taxation, . . .	10.5	1,800 00	-	-	-	3	60	750 00	419 85
Ipswich, . . .	489 07	-	1	Taxation, . . .	10	1,150 00	-	-	-	3	75	2,100 00	199 20
Lawrence, . . .	-	-	1	Taxation, . . .	10	2,000 00	-	-	-	*2	1,200	-	820 64
Lynn, . . .	-	-	1	Taxation, . . .	10	2,000 00	-	-	-	8	331	8,120 00	965 45
Lynnfield, . . .	-	-	-	-	-	-	-	-	-	-	-	-	124 80
Manchester, . . .	-	-	1	Taxation, . . .	9.10	760 00	-	-	-	1	35	175 00	158 20
Marblehead, . . .	604 32	-	1	Taxation, . . .	10.10	1,200 00	1	-	-	2	60	300 00	321 69
Methuen, . . .	-	-	1	Taxation, . . .	9	1,000 00	-	-	-	-	-	-	190 10
Middleton, . . .	-	71 68	-	-	-	-	-	-	-	-	-	-	133 71
Nahant, . . .	-	-	-	-	-	-	-	-	-	-	-	-	112 40
Newbury, . . .	1,200 00	-	-	-	-	-	48	600 00	-	-	-	-	140 50
Newburyport, . . .	3,900 00	-	1	Taxation, . . .	10	1,800 00	1	3,000 00	60	10	125	700 00	580 91

# SCHOOL RETURNS.

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North Andover, .	-	\$180 00	-	-	-	-	-	-	-	-	-	-	\$182 99
Peabody, .	1	\$335 17	\$335 17	Taxation, 10	10	\$1,200 00	-	-	-	-	-	-	337 90
Rockport, .	1	106 00	106 00	Taxation, 9	9	1,500 00	-	-	-	-	-	-	234 90
Rowley, .	1	-	-	-	-	552 00	-	-	-	-	-	-	140 50
Salem, .	1	200 00	200 00	Taxation, 10.5	10.5	2,000 00	-	-	-	-	-	-	952 56
Salisbury, .	1	159 63	159 63	Taxation, 10	10	750 00	-	-	-	-	-	-	227 96
Saugus, .	-	-	-	-	-	-	-	-	-	-	-	-	173 90
Swampscott, .	-	-	-	-	-	-	-	-	-	-	-	-	154 89
Topsfield, .	-	-	-	-	-	-	-	-	-	-	-	-	138 85
Wenham, .	-	-	-	-	-	-	-	-	-	-	-	-	132 90
West Newbury, .	-	-	-	-	-	-	-	-	-	-	-	-	169 60
Total, .	20	\$1,551 76	\$1,551 76	-	-	-	6	523	\$21,112 57	73	3,368	\$33,527 10	\$9,545 58

\* Catholic.

## FRANKLIN COUNTY.

TOWNS.	Population - U. S. Census, 1870.	Valuation—1865.	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Repairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Ashfield, .	1,180	\$611,869	13	-	-	\$3,929 20	207	254	179	213	8
Barnardston, .	963	484,893	6	\$12 00	\$12 00	1,375 00	135	153	114	134	1
Buckland, .	1,946	526,468	12	45 55	45 55	7,840 00	345	339	248	272	6
Charlemont, .	1,005	367,216	8	-	-	4,000 00	177	232	179	184	3
Coleraine, .	1,742	637,954	12	25 00	25 00	3,000 00	297	314	253	254	12
Conway, .	1,460	703,919	15	106 00	106 00	4,000 00	284	308	230	266	12
Deerfield, .	3,625	1,215,423	18	119 00	119 00	15,300 00	620	636	498	506	8
Erving, .	579	173,229	4	720 42	720 42	1,817 00	102	106	76	86	1
Gill, .	653	390,569	6	50 00	50 00	2,700 00	114	129	90	116	6
Greenfield, .	3,597	1,899,806	12	200 00	200 00	15,000 00	523	540	439	405	9
Hawley, .	672	182,638	9	5 00	5 00	2,925 00	133	141	108	134	17
Heath, .	613	232,551	8	210 00	210 00	2,673 00	111	153	92	127	7
Leverett, .	877	284,644	7	400 00	400 00	2,250 00	145	179	125	152	9
Leyden, .	519	278,647	5	5 00	5 00	2,000 00	81	83	67	70	3
Monroe, .	201	79,375	2	5 00	5 00	150 00	38	38	22	21	1
Montague, .	2,224	606,737	12	87 00	87 00	7,350 00	361	386	279	294	16
New Salem, .	986	336,476	8	-	-	3,500 00	187	170	160	153	6
Northfield, .	1,720	712,054	13	-	-	4,000 00	290	344	261	324	5
Orange, .	2,091	599,243	13	45 00	45 00	6,500 00	321	349	285	266	24
Rowe, .	581	180,425	6	5 00	5 00	800 00	97	113	79	94	3
Shelburne, .	1,582	822,620	10	50 00	50 00	6,700 00	287	314	241	262	10
Shutesbury, .	614	219,250	8	107 60	107 60	1,150 00	147	160	97	121	5
Sunderland, .	832	413,827	6	40 00	40 00	10,000 00	147	201	128	179	3

# SCHOOL RETURNS.

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## HAMPDEN COUNTY.

Warwick, . . .	769	\$220,658	10	-	\$4 70	\$2,300 00	160	160	140	123	6
Wendell, . . .	539	201,657	6	-	10 00	1,725 00	97	87	83	87	5
Whately, . . .	1,070	665,972	6	-	-	2,000 00	149	170	127	153	4
Total, . . .	32,640	\$13,048,120	235	\$2,255 00	\$2,252 27	\$114,984 20	5,555	6,059	4,600	4,996	190

Agawam, . . .	2,001	\$816,850	10	-	\$50 00	\$2,783 50	295	285	208	228	10
Blandford, . . .	1,028	529,150	12	-	535 00	5,950 00	177	219	131	173	9
Brimfield, . . .	1,289	719,750	8	-	225 58	9,850 00	208	207	169	176	12
Chester, . . .	1,254	445,900	13	-	57 51	2,350 00	232	296	181	234	13
Chicopee, . . .	9,607	3,128,250	22	-	13,256 49	66,000 00	1,187	1,234	857	900	35
Granville, . . .	1,294	516,277	12	-	25 00	1,968 00	225	282	189	222	8
Holland, . . .	344	131,000	4	-	-	400 00	67	89	51	76	5
Holyoke, . . .	10,767	2,579,250	29	-	704 46	155,313 00	1,343	1,143	1,085	953	19
Longmeadow, . . .	1,342	1,016,500	10	-	668 52	7,000 00	241	273	178	222	6
Ludlow, . . .	1,138	455,050	9	-	47 50	4,385 00	192	229	153	199	11
Monson, . . .	3,204	1,316,700	19	-	73 57	6,213 00	443	490	357	420	20
Montgomery, . . .	319	158,850	4	\$1,750 00	23 00	2,700 00	57	59	48	43	4
Palmer, . . .	3,631	1,254,000	17	-	150 00	20,000 00	532	678	423	555	20
Russell, . . .	639	212,800	5	500 00	-	2,000 00	126	125	89	96	6
Southwick, . . .	1,100	604,200	10	-	25 00	4,000 00	188	224	144	178	11
Springfield, . . .	26,709	13,379,212	79	52,636 81	7,778 57	316,847 49	4,064	4,404	3,150	3,055	32
Tolland, . . .	509	298,588	6	-	-	500 00	96	103	72	84	5
Wales, . . .	831	254,600	5	-	123 00	1,888 00	111	144	81	125	6
Westfield, . . .	6,519	3,244,600	25	-	2,873 48	90,000 00	1,042	1,095	898	946	23
W. Springfield, . . .	2,609	1,319,550	14	-	351 26	11,838 85	400	417	304	326	9
Wilbraham, . . .	2,331	872,100	13	-	75 00	2,400 00	337	388	256	323	9
Total, . . .	78,165	\$33,253,177	326	\$54,886 81	\$27,042 94	\$714,386 84	11,563	11,984	9,027	9,534	273

BOARD OF EDUCATION.

## FRANKLIN COUNTY—CONTINUED.

T O W N S .	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1869-70.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Ashfield, . . . . .	57	243	1	20	82.10	7.7	\$30 00	\$23 90	\$1,500 00	\$372 00	\$75 00	-
Barnardston, . . . . .	16	172	3	8	44.12	7	37 33	26 68	600 00	72 00	62 75	\$10,716 67
Buckland, . . . . .	26	434	16	16	60.17	6.7	-	25 64	1,500 00	117 00	109 75	914 83
Charlemont, . . . . .	62	242	2	14	48	6	50 00	27 25	1,000 00	216 00	85 00	800 00
Coleraine, . . . . .	73	426	1	15	78.10	6.16	30 00	25 75	2,000 00	-	125 00	-
Conway, . . . . .	57	313	1	19	85.5	5.18	50 00	27 60	2,800 00	50 00	194 85	-
Deerfield, . . . . .	59	690	4	24	107.15	6.11	55 50	32 50	4,575 43	35 00	299 31	10,000 00
Erving, . . . . .	13	100	1	7	26.5	6.10	50 00	27 30	1,000 00	-	36 00	-
Gill, . . . . .	26	120	10	10	36	6	-	26 17	700 00	384 00	44 00	-
Greenfield, . . . . .	66	600	20	20	95.13	8.16	120 00	34 55	6,900 00	-	320 00	-
Hawley, . . . . .	20	125	2	12	54	6	31 00	23 26	1,135 00	-	50 00	400 00
Heath, . . . . .	27	105	2	11	48	6	33 33	19 93	700 00	58 00	60 00	-
Leverett, . . . . .	29	164	3	9	42	6	26 00	21 71	900 00	15 00	70 00	-
Leyden, . . . . .	13	92	4	5	30	6	35 00	25 00	500 00	600 00	35 75	-
Monroe, . . . . .	9	39	4	4	14.10	7.5	-	21 10	250 00	-	30 00	207 33
Montague, . . . . .	35	425	1	15	75	6.5	50 00	25 96	2,200 00	-	72 00	-
New Salem, . . . . .	50	162	1	16	55.15	7	24 00	20 50	1,500 00	-	86 00	9,600 00
Northfield, . . . . .	36	347	1	21	87.10	6.16	28 00	25 65	2,500 00	-	95 00	400 00
Orange, . . . . .	55	333	2	17	81.15	6.12	50 00	26 39	2,500 00	-	200 00	-
Rowe, . . . . .	25	115	1	10	36	6	-	23 00	900 00	-	37 00	200 00
Shelburne, . . . . .	25	290	3	13	61.10	6.4	32 00	28 75	1,800 00	125 00	100 00	-
Shutesbury, . . . . .	33	130	3	9	45.3	6	37 28	22 46	1,000 00	-	56 00	260 00
Sunderland, . . . . .	44	155	1	11	48	8	-	30 78	1,500 00	-	80 00	-



## SCHOOL RETURNS.

xxiii

Warwick, . . .	37	137	1	15	60.10	6.1	\$28 00	\$21 62	\$1,200 00	\$65 00	\$500 00
Wendell, . . .	8	89	-	8	35.5	5.18	-	24 00	800 00	57 37	690 00
Whately, . . .	17	205	2	9	37.12	6.5	31 00	29 00	1,100 00	66 00	-
Total, . . .	918	6,253	39	338	6.6	-	\$41 42	\$25 67	\$43,060 43	\$2,511 78	\$34,688 83

## HAMPDEN COUNTY—CONTINUED.

Agawam, . . .	21	284	-	14	62.10	6.5	-	\$25 33	\$1,700 00	\$94 00	-
Blandford, . . .	41	242	1	18	74.6	6.9	\$50 00	24 13	1,000 00	57 00	\$2,454 00
Brimfield, . . .	17	250	13	13	55.5	7.10	33 33	26 16	1,800 00	85 00	25,000 00
Chester, . . .	52	273	-	17	52.73	6.12	-	26 32	1,600 00	75 82	700 00
Chicopee, . . .	104	1,469	4	32	214	9.14	112 50	33 62	14,200 00	577 00	-
Granville, . . .	42	300	1	16	63	6	28 00	27 15	1,569 37	59 00	-
Holland, . . .	11	81	3	5	24	6	27 22	18 80	300 00	26 95	222 22
Holyoke, . . .	83	1,750	3	39	286.10	9.17	140 00	34 14	16,000 00	27 75	-
Longmeadow, . . .	38	269	1	14	80.14	8.1	50 00	28 35	2,600 00	103 00	400 00
Ludlow, . . .	37	227	7	10	54	6	41 43	24 20	1,700 00	78 00	-
Monson, . . .	50	478	1	25	108	6	30 00	29 00	4,000 00	177 00	25,000 00
Montgomery, . . .	5	74	-	6	25	6.5	-	24 00	700 00	21 86	-
Palmer, . . .	53	744	2	18	107	7.15	75 00	29 58	4,000 00	300 00	800 00
Russell, . . .	12	124	-	9	32	6.8	-	24 00	650 00	6 00	-
Southwick, . . .	42	289	2	13	72	8.3	72 00	23 19	1,500 00	96 00	15,618 01
Springfield, . . .	248	4,156	9	95	790	10	158 88	43 40	63,593 67	100 00	-
Tolland, . . .	13	120	-	10	38.10	6.8	-	24 25	500 00	20 00	-
Wales, . . .	19	135	-	6	31.5	6.5	-	26 70	850 00	49 00	-
Westfield, . . .	133	1,165	7	41	219.3	8.12	100 50	30 50	13,350 00	525 00	44,000 00
W. Springfield, . . .	40	501	-	17	117.5	8.4	-	35 52	3,600 00	303 59	14,133 00
Wilbraham, . . .	33	408	3	17	80.10	6.5	28 66	25 83	2,000 00	130 00	-
Total, . . .	1,094	13,339	46	435	8.1	-	\$67 68	\$27 82	\$137,213 04	\$1,801 00	\$128,327 23

FRANKLIN COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1870.	
			Number.	How supported.	Length.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.		Aggregate paid for Tuition.
					Months.	Days.								
Ashfield, . . . . .	-	-	1	Part Taxation.	8.5	\$600 00	1	16	\$325 00	1	1	-	\$127 77	
Barnardston, . . . . .	\$1,250 00	-	1	-	-	-	1	-	-	-	1	-	171 42	
Buckland, . . . . .	54 89	-	1	-	-	-	1	-	-	-	2	\$125 00	139 83	
Charlemont, . . . . .	48 00	-	1	-	-	-	1	-	-	-	1	75 00	168 62	
Coleraine, . . . . .	-	-	1	Taxation.	6	384 00	1	-	-	-	1	-	154 72	
Conway, . . . . .	-	-	1	Taxation.	10	1,000 00	1	10	152 00	-	2	4,000 00	211 10	
Deerfield, . . . . .	700 00	-	1	-	-	-	1	-	-	-	1	-	117 85	
Erving, . . . . .	-	\$55 78	1	-	-	-	1	-	-	-	1	225 00	119 50	
Gill, . . . . .	-	-	1	Taxation.	10	1,200 00	2	75	4,500 00	-	1	500 00	203 83	
Greenfield, . . . . .	24 75	-	1	-	-	-	1	-	-	-	1	-	121 49	
Hawley, . . . . .	-	-	1	-	-	-	1	-	-	-	1	-	118 84	
Heath, . . . . .	-	-	1	-	-	-	1	-	-	-	2	115 00	126 29	
Leverett, . . . . .	-	-	1	-	-	-	1	-	-	-	1	-	116 53	
Leyden, . . . . .	-	-	1	-	-	-	1	-	-	-	1	-	105 29	
Monroe, . . . . .	12 44	-	1	-	-	-	1	-	-	-	1	550 00	152 94	
Montague, . . . . .	-	-	1	-	-	-	1	33	344 50	-	2	-	138 02	
New Salem, . . . . .	586 00	-	1	-	-	-	1	-	-	-	1	900 00	163 32	
Northfield, . . . . .	-	66 00	1	-	-	-	1	-	-	-	1	350 00	156 54	
Orange, . . . . .	-	-	1	-	-	-	1	-	-	-	1	200 00	-	
Rowe, . . . . .	12 00	-	1	-	-	-	1	80	500 00	-	1	-	151 58	
Shelburne, . . . . .	-	-	1	-	-	-	1	-	-	-	1	-	-	
Shutesbury, . . . . .	15 60	-	1	-	-	-	1	-	-	-	1	-	129 93	
Sunderland, . . . . .	-	-	1	-	-	-	1	-	-	-	1	-	-	

# SCHOOL RETURNS.

XXV

•	•	•	•	•	•	•	•	•	•	•	•	•	•
Warwick,	•	•	•	•	•	•	•	•	•	•	•	•	•
Wendell,	•	•	•	•	•	•	•	•	•	•	•	•	•
Whately,	•	•	•	•	•	•	•	•	•	•	•	•	•
Total,	•	•	•	•	•	•	•	•	•	•	•	•	•

## HAMPDEN COUNTY—CONCLUDED.

Agawam, . . .	-	-	-	-	-	-	-	-	-	-	18	\$200 00	\$152 24
Blandford, . . .	\$147 24	\$224 47	-	-	-	-	-	-	-	-	-	-	135 04
Brimford, . . .	1,500 00	-	1	Endow'm't,	10	-	\$1,000 00	-	-	-	-	-	142 16
Chester, . . .	38 00	-	-	-	-	-	-	-	-	-	25	\$96 00	139 50
Chicopee, . . .	-	701 45	2	Taxation,	8 15	-	1,200 00*	-	-	-	200	-	347 32
Granville, . . .	-	99 00	-	-	-	-	-	-	-	-	30	120 00	151 58
Holland, . . .	13 32	19 24	-	-	-	-	-	-	-	-	15	33 00	112 56
Holyoke, . . .	-	-	1	Taxation,	10	-	1,600 00	-	-	-	250	-	335 59
Longmeadow, . . .	24 00	171 13	-	-	-	-	-	-	-	-	5	100 00	143 14
Ludlow, . . .	-	-	-	-	-	-	-	-	-	-	20	45 00	146 95
Monson, . . .	2,000 00	-	1	Taxation,	10	-	1,500 00	1	85	\$2,042 72	40	456 00	192 58
Montgomery, . . .	-	-	-	-	-	-	-	-	-	-	-	-	111 57
Palmer, . . .	60 94	-	1	Taxation,	11	-	631 87	-	-	-	-	-	204 13
Russell, . . .	-	-	-	-	-	-	-	-	-	-	-	-	120 67
Southwick, . . .	946 86	-	-	-	-	-	-	-	-	-	-	-	141 16
Springfield, . . .	-	-	1	Taxation,	10	-	2,300 00	-	-	-	300	9,000 00	784 58
Tolland, . . .	-	-	-	-	-	-	-	-	-	-	-	-	119 67
Wales, . . .	-	-	-	-	-	-	-	-	-	-	-	-	120 68
Westfield, . . .	2,640 00	-	1	Taxation,	10	-	1,600 00	-	-	-	30	1,500 00	309 13
W. Springfield, . . .	848 00	-	1	Taxation,	8 15	-	443 00	-	-	-	32	165 00	182 50
Wilbraham, . . .	-	102 31	-	-	-	-	-	1	287	11,550 00	28	525 00	160 84
Total, . . .	\$8,218 36	\$1,317 60	9	-	-	-	-	2	372	\$13,592 72	993	\$12,240 00	\$4,253 59

\* One school \$1,200, the other \$1,500.

† Catholic.

## HAMPSHIRE COUNTY.

TOWNS.	Population - U. S. Census, 1870.	Valuation—1865.	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Repairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Amherst, .	4,044	\$1,860,457	18	\$15,775 19	\$1,001 42	\$38,729 00	681	724	619	646	7
Belchertown, .	2,428	1,108,591	19	—	250 00	10,000 00	449	539	366	445	20
Chesterfield, .	811	372,790	9	—	50 00	1,200 00	139	149	116	129	6
Cummington, .	1,037	342,842	10	—	15 00	6,200 00	201	223	153	185	1
Easthampton, .	3,620	1,700,599	14	—	175 00	25,000 00	498	537	417	456	20
Enfield, .	1,023	610,644	7	—	25 20	2,780 00	124	285	106	236	12
Goshen, .	373	152,796	4	—	—	1,450 00	57	74	48	60	2
Granby, .	863	470,125	9	—	50 00	4,000 00	176	202	162	180	3
Greenwich, .	665	261,416	7	—	—	2,183 00	88	125	80	106	6
Hadley, .	2,306	1,279,320	12	604 15	763 27	23,000 00	399	463	327	388	14
Hatfield, .	1,594	1,442,691	9	5,650 00	50 00	9,000 00	306	346	282	272	9
Huntington, .	1,156	409,395	9	—	52 22	4,500 00	190	228	132	181	6
Middlefield, .	728	351,881	7	—	800 00	3,500 00	147	165	108	124	13
Northampton, .	10,160	4,789,965	45	8,098 00	1,481 00	120,000 00	1,621	1,692	1,420	1,429	25
Pelham, .	673	197,457	7	—	27 97	1,925 00	111	166	98	117	4
Plainfield, .	522	239,097	9	—	10 00	625 00	107	137	91	106	5
Prescott, .	541	221,712	6	—	—	1,825 00	90	105	75	85	7
South Hadley, .	2,840	1,103,491	13	12,500 00	100 00	28,775 00	424	498	329	411	4
Southampton, .	1,159	502,448	8	—	10 02	7,740 00	166	220	134	184	7
Ware, .	4,259	1,306,545	21	5,783 00	150 00	23,083 00	856	686	604	573	20
Westhampton, .	588	291,384	6	—	24 05	3,170 00	111	137	93	118	4

# SCHOOL RETURNS.

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Williamsburg,	2,160	\$1,085,693	14	-	\$250 00	\$19,635 00	450	437	328	350	5
Worthington,	860	409,555	10	-	10 00	3,500 00	162	178	127	152	7
Total, . .	44,410	\$20,510,994	273	\$48,410 34	\$5,295 15	\$361,820 00	7,553	8,316	6,215	7,133	207

## HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of the year, in Months for Public Schools	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1869-70.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt. of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Amherst, . .	137	683	4	30	145.13	8.11	\$105 00	\$31 61	\$7,500 00	-	\$140 00	-
Belchertown, . .	130	507	7	22	106.8	6.6	51 33	29 00	4,500 00	-	200 00	-
Chesterfield, . .	26	164	4	10	58.11	6.10	31 50	22 80	1,000 00	\$525 00	50 00	\$1,100 00
Cummington, . .	30	223	4	13	62.13	6.12	39 63	29 16	1,200 00	700 00	80 50	-
Easthampton, . .	60	804	-	23	119	8.10	-	54 28	5,200 00	-	200 00	75,000 00
Enfield, . .	36	137	1	11	44.8	7.8	30 00	24 44	1,200 00	62 00	124 75	-
Goshen, . .	12	66	-	8	28.18	6.9	-	22 23	500 00	242 50	32 00	-
Granby, . .	24	184	1	10	69.15	7.15	30 00	28 00	1,950 00	-	60 00	-
Greenwich, . .	21	99	-	14	42	6	-	24 64	1,000 00	-	66 00	500 00
Hadley, . .	13	438	-	18	98.15	8	-	27 74	3,300 00	30 00	154 41	30,000 00
Hatfield, . .	31	294	2	14	70.5	7.16	48 34	32 17	2,500 00	-	100 00	-
Huntington, . .	55	203	1	10	56	6	32 00	26 00	1,400 00	-	117 00	-
Middlefield, . .	16	161	1	10	42	6	26 00	22 30	900 00	50 00	60 00	-
Northampton, . .	156	1,967	4	57	369	9.3	192 00	38 02	18,812 85	-	200 00	3,506 87
Pelham, . .	15	123	-	10	37.5	6	-	26 50	1,080 26	-	100 15	-
Plainfield, . .	16	90	1	12	54	6	28 00	20 59	700 00	162 00	55 00	-
Prescott, . .	7	96	3	7	36.5	6.1	32 33	23 19	900 00	-	55 00	-
South Hadley, . .	27	517	1	14	112.9	8.13	129 73	36 62	5,000 00	-	107 50	-
Southampton, . .	42	247	1	14	53	7.10	60 00	27 37	1,850 00	-	71 35	1,775 00
Ware, . .	79	698	8	25	157.15	6.18	55 30	27 00	6,250 00	429 00	388 00	-
Westhampton, . .	23	143	-	14	44	7.7	-	27 73	1,500 00	-	60 20	-

## SCHOOL RETURNS.

xxix

Williamsburg,	39	549	2	19	114	8	\$100 00	\$32 00	\$2,500 00	\$1,127 00	\$257 00	\$20,400 00
Worthington,	26	182	2	13	67	6 14	41 00	30 00	800 00	1,150 00	48 00	1,948 66
Total, .	1,021	8,575	47	378	7.6	-	\$60 71	\$28 84	\$71,543 11	\$4,477 50	\$2,726 86	\$134,230 53

BOARD OF EDUCATION.

**HAMPSHIRE COUNTY—CONCLUDED.**

[illegible]



## SCHOOL RETURNS.

xxxi

Williamsburg,	\$1,894 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$170 05
Worthington,	116 92	\$146 98	-	-	-	-	-	-	-	-	-	-	-	-	-	-	127 77
Total, . .	\$9,793 23	\$425 98	8	-	-	-	\$8,605 00	4	426	\$10,283 50	10	126	\$3,385 00	-	-	-	\$3,341 26

## MIDDLESEX COUNTY.

TOWNS.	Population - U. S. Census, 1870.	Valuation - 1865.	No. of Schools.	Amount expended in 1869 for erecting School-Houses.	Amount paid for Repairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Acton, . . . . .	1,593	\$854,719	11	-	\$191 74	\$3,000 00	327	359	278	311	9
Arlington, . . . . .	3,261	2,833,684	13	-	97 65	39,500 00	596	613	510	521	-
Ashby, . . . . .	994	508,393	7	\$700 00	256 00	4,750 00	175	198	153	158	6
Ashland, . . . . .	2,186	632,632	9	-	125 00	8,000 00	339	383	282	312	8
Bedford, . . . . .	849	489,123	6	-	75 00	7,500 00	159	173	119	140	3
Belmont, . . . . .	1,513	3,521,429	7	-	156 20	25,000 00	267	280	219	231	15
Billerica, . . . . .	1,833	1,086,563	10	6,500 00	1,600 00	12,000 00	276	279	231	231	20
Boxborough, . . . . .	338	238,592	4	-	-	3,500 00	71	93	62	84	1
Brighton, . . . . .	4,970	3,812,694	9	2,400 00	937 00	64,000 00	781	799	644	679	-
Burlington, . . . . .	626	408,136	5	-	72 25	4,500 00	105	118	86	109	5
Cambridge, . . . . .	39,650	25,897,971	30	19,827 00	4,472 86	400,000 00	7,014	7,044	5,311	5,344	-
Carlisle, . . . . .	569	354,122	4	1,574 00	582 52	4,400 00	104	136	88	112	6
Charlestown, . . . . .	28,330	18,292,544	46	-	7,434 22	407,700 00	6,056	6,053	4,525	4,784	4
Chelmsford, . . . . .	2,374	1,546,508	12	4,888 76	182 70	17,000 00	469	501	343	405	10
Concord, . . . . .	2,413	1,658,881	11	-	497 50	25,000 00	371	439	306	339	1
Dracut, . . . . .	2,080	1,109,304	11	-	35 00	14,000 00	332	397	266	322	4
Dunstable, . . . . .	471	391,146	5	-	105 26	1,060 00	88	87	72	75	5
Everett,* . . . . .	2,222	-	-	-	-	-	-	-	-	-	-
Frammingham, . . . . .	4,969	2,799,308	19	-	1,150 00	42,000 00	771	771	676	676	13
Groton, . . . . .	3,584	1,553,920	18	3,100 00	550 00	20,000 00	672	728	548	590	48
Holliston, . . . . .	3,074	1,502,682	16	-	230 16	20,000 00	642	773	511	547	21
Hopkinton, . . . . .	4,421	1,595,257	22	-	-	35,500 00	1,058	1,045	825	848	43
Hudson, . . . . .	3,389	-†	12	-	-	25,000 00	434	450	349	387	2
Lexington, . . . . .	2,277	1,747,459	10	-	-	21,500 00	373	345	299	275	12

## SCHOOL RETURNS.

xxxiii

	791	\$606,833	5	-	\$25 00	\$5,000 00	154	146	131	113	5
Lincoln, . . . . .	983	632,380	7	-	-	11,500 00	222	234	188	207	11
Littleton, . . . . .	40,937	20,980,041	59	\$28,166 24	5,310 17	229,816 24	7,679	6,841	4,617	4,584	-
Lowell, . . . . .	7,370	4,040,431	31	16,981 74	3,706 03	79,200 00	1,815	1,859	1,363	1,424	-
Malden, . . . . .	8,475	2,530,622	30	8,718 79	200 00	65,000 00	1,294	1,520	989	1,091	15
Marlborough, . . . . .	5,733	5,491,054	19	-	1,500 00	90,700 00	1,059	1,059	919	859	-
Medford, . . . . .	3,414	1,704,583	12	27,500 00	750 00	50,000 00	555	580	490	516	-
Melrose, . . . . .	6,404	1,841,121	23	-	-	32,300 00	1,245	1,176	1,039	989	3
Natick, . . . . .	12,825	9,800,738	49	11,800 76	4,906 15	281,500 00	2,143	2,308	2,097	2,148	6
Newton, . . . . .	942	577,389	6	-	1,075 00	8,925 00	189	180	150	142	3
No. Reading, . . . . .	1,842	924,405	9	-	67 00	7,400 00	302	312	233	266	7
Pepperell, . . . . .	2,664	1,293,056	14	-	1,191 10	30,000 00	578	546	494	475	21
Reading, . . . . .	1,062	869,539	8	-	120 01	10,760 00	240	246	209	208	1
Sherborn, . . . . .	1,449	676,275	9	-	132 03	12,000 00	299	352	266	298	8
Shirley, . . . . .	14,693	5,683,244	48	27,000 00	2,421 35	207,702 00	2,488	2,605	2,019	2,172	-
Somerville, . . . . .	4,513	1,333,637	14	-	300 00	14,000 00	770	773	636	639	1
Stoneham, . . . . .	1,813	764,278	7	-	-	8,300 00	310	335	248	267	14
Stow, . . . . .	2,091	1,032,778	8	-	900 00	11,000 00	309	337	262	270	7
Sudbury, . . . . .	1,945	747,624	7	2,307 87	1,509 45	12,354 00	221	234	183	182	6
Tewksbury, . . . . .	1,962	737,352	12	-	31 00	3,500 00	335	387	282	331	2
Townsend, . . . . .	629	348,137	8	-	10 00	3,000 00	98	162	74	124	4
Tyngsborough, . . . . .	4,135	1,778,786	13	-	1,717 00	30,000 00	670	665	575	560	1
Wakefield, . . . . .	9,078	5,552,109	24	83,946 58	712 29	145,000 00	1,479	1,484	1,256	1,264	15
Waltham, . . . . .	4,328	2,757,957	13	-	297 62	66,840 00	783	746	589	619	-
Watertown, . . . . .	1,241	658,073	7	-	95 60	5,000 00	192	368	158	314	6
Wayland, . . . . .	1,795	998,438	11	5,164 55	14 35	9,413 55	272	272	221	221	12
Westford, . . . . .	1,262	1,103,274	7	-	308 77	9,500 00	212	227	172	175	9
Weston, . . . . .	866	563,181	5	-	264 36	3,945 85	159	168	130	130	4
Wilmington, . . . . .	2,646	1,455,772	11	-	825 11	51,000 00	482	475	396	409	3
Winchester, . . . . .	8,563	4,986,549	32	-	2,159 22	76,800 00	1,584	1,594	1,429	1,412	12
Woburn, . . . . .											
Total, . . . . .	274,437	\$155,324,723	805	\$250,576 29	\$49,399 67	\$2,776,366 64	49,618	50,255	38,518	39,889	413

\* Incorporated March 9, 1870. Returns included in Malden.

† Included in Marlborough and Stow.

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1899.	Number of different persons employed as Teachers in Public Sch's.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by Taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1899-70.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Acton, . . . . .	133	306	3	18	79.10	7.5	\$42 50	\$26 48	\$2,325 00	-	\$130 00	-
Arlington, . . . . .	44	607	5	15	133.5	10.5	152 00	47 90	12,345 00	-	260 00	\$5,354 00
Ashby, . . . . .	43	178	2	10	41.18	6	46 00	26 78	1,500 00	-	65 00	-
Ashland, . . . . .	70	351	4	13	70.5	7.16	85 33	29 38	3,400 00	-	155 37	-
Bedford, . . . . .	15	175	-	7	51	8.10	-	26 50	1,300 00	-	92 91	-
Belmont, . . . . .	27	280	1	13	70	10	150 00	39 14	5,500 00	-	275 00	-
Billerica, . . . . .	11	334	-	17	68	7.6	-	32 00	2,500 00	-	145 00	21,000 00
Boxborough, . . . . .	22	83	2	5	24	6	30 00	24 00	717 25	-	54 78	-
Brighton, . . . . .	12	803	3	19	141 8	10.2	156 50	44 87	17,500 00	-	625 00	-
Burlington, . . . . .	15	101	1	5	33	6.12	44 00	26 00	1,036 50	-	80 00	-
Cambridge, . . . . .	514	7,571	12	146	304.10	10.3	198 44	55 45	93,179 06	-	65 00	10,000 00
Carlsle, . . . . .	27	124	1	7	27.10	6	32 00	27 25	725 00	-	55 00	500 00
Charlestown, . . . . .	245	5,929	16	115	471.10	10.5	162 97	63 64	87,189 68	-	252 00	5,600 00
Chelmsford, . . . . .	69	412	2	17	77	6.9	53 68	26 29	2,500 00	-	29 00	1,500 00
Concord, . . . . .	38	413	1	14	92.10	8.8	133 33	33 60	4,800 00	\$25 00	108 00	-
Dracut, . . . . .	40	363	1	18	66.15	6.2	40 00	32 75	2,700 00	75 00	255 00	-
Dunstable, . . . . .	18	78	1	9	30	6	40 00	24 60	800 00	-	38 00	-
Framingham, . . . . .	68	754	2	34	158	8.3	120 00	44 89	11,700 00	150 00	313 00	4,259 00
Groton, . . . . .	92	711	10	22	123.15	6.14	46 85	31 28	5,500 00	55 00	255 00	40,400 00
Holliston, . . . . .	117	650	4	26	127.18	8	54 00	30 50	5,400 00	-	412 25	-
Hopkinton, . . . . .	58	1,034	6	22	185.2	8.8	91 00	33 50	7,750 00	-	286 80	5,000 00
Hudson, . . . . .	52	637	2	13	99.4	8.5	93 16	37 27	4,800 00	140 00	200 00	-
Lexington, . . . . .	37	380	4	10	97	9.14	92 50	28 75	6,000 00	-	275 00	-

## SCHOOL RETURNS.

XXXV

Lincoln,	18	130	-	8	41.5	8.5	-	\$33 50	\$1,600 00	-	\$42 21	\$1,209 21
Littleton,	35	207	-	10	47	6.14	-	29 21	1,500 00	-	85 65	-
Lowell,	380	6,166	12	106	604.15	10.5	\$166 20	45 77	86,524 68	-	2,641 55	-
Malden,	90	1,809	7	33	305.5	10.2	145 92	48 29	25,000 00	-	900 00	-
Marlborough,	80	1,711	4	38	248.10	9.1	114 06	40 29	15,404 68	-	510 00	2,440 00
Medford,	22	1,071	6	18	197.7	10.4	109 72	39 58	19,475 00	-	368 00	-
Melrose,	21	616	1	16	121	10	180 00	41 84	9,500 00	-	190 00	-
Natick,	92	1,350	1	28	179.12	8.6	120 00	35 95	8,900 00	-	320 00	-
Newton,	257	2,310	11	54	482.13	9.17	180 66	59 93	49,430 64	-	1,624 00	-
No. Reading,	22	206	-	9	42	7	-	28 40	1,200 00	-	87 50	-
Pepperell,	39	305	2	10	54	6	33 33	26 43	1,500 00	-	88 00	-
Readings,	65	520	1	17	113	8	166 67	35 04	5,500 00	\$500 00	250 00	-
Sherborn,	53	218	2	11	56.10	7.1	78 78	28 81	1,800 00	25 60	163 00	5,000 00
Shirley,	72	333	7	9	56.10	6.6	42 58	30 42	2,000 00	100 00	95 00	6,700 00
Somerville,	159	2,511	9	53	504	10.10	162 74	52 07	37,400 00	-	1,665 00	-
Stoneham,	48	722	4	18	117.15	9.1	150 00	39 70	8,000 00	-	421 00	-
Stow,	23	375	-	13	55	7.17	-	34 10	2,610 00	-	138 00	-
Sudbury,	20	376	-	16	53.15	6.14	-	34 08	2,300 00	-	225 00	1,000 00
Tewksbury,	21	273	-	9	61.5	8.15	-	29 00	1,600 00	-	114 25	-
Townsend,	39	335	1	16	77.10	6.9	50 00	31 78	3,031 00	-	175 00	-
Tyngsborough,	23	106	1	11	45.15	6.10	65 00	24 71	1,050 00	-	56 00	2,100 00
Wakefield,	55	716	1	16	130	10	120 00	37 50	7,500 00	-	344 50	-
Waltham,	82	1,352	5	35	240	10	176 58	47 85	22,345 33	-	715 33	-
Watertown,	97	802	4	13	130	10	130 00	50 96	12,993 21	-	398 00	-
Wayland,	26	218	-	11	59	8.16	-	30 00	2,050 00	-	130 00	200 00
Westford,	39	317	2	15	74.8	7.18	50 00	30 71	2,500 00	-	125 75	20,000 00
Weston,	45	202	2	11	64.15	9.5	100 00	32 00	3,104 00	-	115 00	-
Wilmington,	16	168	-	6	33	6.13	-	31 50	1,000 00	-	53 50	-
Winchester,	49	556	2	15	94.9	9	145 00	39 00	7,444 22	-	350 00	-
Woburn,	128	1,776	4	37	288.5	9.6	134 00	40 35	16,410 64	32 00	80 00	25,000 00
Total,	3,383	50,031	172	1,237	8.18	-	\$104 31	\$35 88	\$641,840 89	\$1,102 60	\$16,898 35	\$157,262 21

MIDDLESEX COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1870.	
			Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.		Aggregate paid for Tuition.
					Months.	Days.								
Acton, . . . . .	-	-	1	Taxation,	10.5	-	\$1,900 00	-	-	-	1	-	-	\$150 92
Arlington, . . . . .	\$405 72	-	1	-	-	-	-	-	-	-	-	-	-	198 86
Ashby, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	131 90
Ashland, . . . . .	-	-	1	Taxation,	10	-	1,000 00	-	-	-	1	15	-	154 23
Bedford, . . . . .	-	\$125 13	-	-	-	-	-	-	-	-	1	12	\$200 00	125 13
Belmont, . . . . .	-	-	1	Taxation,	10	-	1,500 00	-	-	-	2	18	2,000 00	144 96
Billerica, . . . . .	1,400 00	-	-	-	-	-	-	1	40	\$240 00	-	-	-	156 05
Boxborough, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	114 55
Brighton, . . . . .	-	-	1	Taxation,	10.2	-	1,700 00	-	-	-	2	40	1,584 00	252 26
Burlington, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	115 04
Cambridge, . . . . .	892 46	-	1	Taxation,	10 2	-	2,500 00	-	-	-	18	630	20,526 00	1,307 83
Carlisle, . . . . .	30 00	-	-	-	-	-	-	-	-	-	-	-	-	121 82
Charlestown, . . . . .	336 00	-	1	Taxation,	10.5	-	2,500 00	-	-	-	4	94	4,800 00	1,062 83
Chelmsford, . . . . .	-	-	-	-	-	-	-	-	-	-	2	-	75 00	180 85
Concord, . . . . .	81 25	-	1	Taxation,	9	-	1,200 00	-	-	-	-	-	100 00	173 90
Dracut, . . . . .	-	-	-	-	-	-	-	-	-	-	4	25	100 00	155 71
Dunstable, . . . . .	-	-	-	-	-	-	-	-	-	-	-	-	-	114 72
Framingham, . . . . .	255 50	-	2	Taxation,	10	-	1,200 00*	-	-	-	2	15	300 00	230 60
Groton, . . . . .	2,800 00	-	1	Taxation,	10	-	900 00	1	-	-	2	25	250 00	223 50
Holliston, . . . . .	-	-	1	Taxation,	10	-	1,000 00	-	-	-	-	-	-	216 72
Hopkinton, . . . . .	300 00	-	1	Taxation,	9.10	-	1,100 00	-	-	-	1	6	90 00	289 45
Hudson, . . . . .	-	-	1	Taxation,	9.10	-	1,000 00	-	-	-	1	30	300 00	196 55
Lexington, . . . . .	-	-	1	Taxation,	9.13	-	1,000 00	-	-	-	1	18	900 00	167 78

# SCHOOL RETURNS.

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Lincoln, . . .	\$62 20	-	1	Taxation,	8	\$490 00	-	-	-	1	5	-	\$121 49
Litleton, . . .	-	-	1	-	-	-	-	-	-	7	753+	-	134 05
Lowell, . . .	-	-	1	Taxation,	10.5	2,200 00	-	-	-	3	31	\$10,041 00	1,129 12
Malden, . . .	-	-	1	Taxation,	10.5	2,000 00	-	-	-	1	24	875 00	342 95
Marlborough, . . .	146 00	-	1	Taxation,	10	1,200 00	-	-	-	1	20	295 00	348 64
Medford, . . .	-	-	1	Taxation,	10	1,500 00	-	-	-	1	10	800 00	291 77
Melrose, . . .	-	-	1	Taxation,	9.10	1,800 00	-	-	-	1	10	100 00	199 36
Natick, . . .	-	-	1	Taxation,	10	1,200 00	-	-	-	6	70	-	304 99
Newton, . . .	-	-	1	Taxation,	9.17	2,500 00	-	165	\$15,810 00	-	-	2,692 00	478 90
No. Reading, . . .	-	-	1	Taxation,	7.5	264 50	-	-	-	1	47	-	135 04
Pepperell, . . .	-	-	1	-	-	-	-	-	-	1	10	600 00	163 82
Reading, . . .	-	-	1	Taxation,	9	1,500 00	-	-	-	1	10	30 00	185 97
Sherborn, . . .	300 00	-	1	Taxation,	4.5	334 83	-	-	-	3	50	-	134 38
Shirley, . . .	400 00	-	1	-	-	-	-	-	-	1	12	100 00	158 03
Somerville, . . .	-	-	1	Taxation,	10.10	2,000 00	-	-	-	2	100	480 00	495 45
Stoneham, . . .	-	-	1	Taxation,	10	1,500 00	-	-	-	1	26	115 00	216 72
Stow, . . .	-	-	-	-	-	-	-	-	-	1	23	600 00	155 72
Sudbury, . . .	60 00	-	-	-	-	-	-	-	-	1	-	375 00	163 49
Tewksbury, . . .	-	-	-	-	-	-	-	-	-	2	24	-	143 97
Townsend, . . .	-	-	-	-	-	-	-	-	-	-	-	88 00	-
Tyngsborough, . . .	148 18	-	1	Not by Tax'n,	3.15	243 75	-	-	-	-	-	-	116 53
Wakefield, . . .	-	-	1	Taxation,	10	1,200 00	-	-	-	-	-	-	216 06
Waltham, . . .	-	-	1	Taxation,	10.5	2,000 00	-	55	3,650 00	4	101	2,100 00	320 71
Watertown, . . .	-	-	1	Taxation,	10	1,600 00	-	-	-	1	15	230 00	238 54
Wayland, . . .	12 00	-	-	-	-	-	-	-	-	-	-	-	124 82
Westford, . . .	1,200 00	-	-	-	-	-	-	40	587 00	-	-	-	148 27
Weston, . . .	-	-	1	Taxation,	9.5	900 00	-	-	-	-	-	-	134 87
Wilmington, . . .	-	-	-	-	-	-	-	-	-	-	-	-	126 94
Winchester, . . .	-	-	1	Taxation,	10	1,500 00	-	-	-	1	16	1,000 00	186 13
Woburn, . . .	1,750 00	-	1	Taxation,	10	1,000 00	-	53	1,250 00	1	40	480 00	388 49
Total, . . .	\$10,579 31	\$125 13	34	-	-	-	-	7	\$21,537 00	80	2,305	\$52,126 00	\$13,391 38

† 410 in Catholic Free Schools.

\* Average \$1,200.

NANTUCKET COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1865.	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Re-painting, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Nantucket, .	4,131	\$2,152,568	10	—	\$300 00	\$40,000 00	705	648	596	579	—

NORFOLK COUNTY.

Bellingham,	1,282	\$463,951	8	\$712 81	-	\$5,215 08	240	212	178	173	6
Brantree,	3,948	1,582,530	16	9,203 13	\$1,286 50	37,088 00	770	646	565	536	24
Brookline,	6,651	12,107,550	20	-	3,248 68	108,000 00	955	992	813	886	2
Canton,	3,879	2,211,313	16	-	1,100 00	27,033 00	787	783	639	619	10
Cohasset,	2,131	1,174,953	10	-	860 00	16,300 00	429	417	294	315	-
Dedham,	7,342	4,857,587	29	-	3,222 29	57,505 00	1,394	1,327	1,087	1,080	6
Dorchester,*		12,521,038	28	29,435 08	3,363 07	118,000 00	2,147	1,837	1,666	1,659	36
Dover,	645	358,774	4	-	23 00	2,350 00	96	109	79	89	-
Foxborough,	3,057	1,284,524	10	-	64 04	16,300 00	530	455	426	376	6
Franklin,	2,513	1,046,874	13	-	1,443 79	19,700 00	519	490	429	423	9
Hyde Park,	-	-	16	500 00	500 00	18,000 00	738	750	529	563	11
Medfield,	1,142	613,155	5	-	132 15	8,750 00	144	155	122	126	2
Medway,	3,721	1,251,393	15	2,358 00	369 00	19,320 00	599	548	486	471	7
Milton,	2,683	4,271,263	11	-	426 20	12,000 00	438	418	366	378	-
Needham,	3,607	1,798,498	15	16,894 95	118 95	28,300 00	624	590	521	488	10
Norfolk,†	1,081	-	-	-	-	-	-	-	-	-	-
Quincy,	7,443	3,833,508	24	-	1,536 43	42,300 00	1,416	1,473	1,124	1,176	-



Randolph, . . .	5,648	\$2,925,254	27	\$1,714 36	\$1,217 96	\$48,000 00	1,280	1,160	1,058	925	25
Sharon, . . .	1,508	723,752	6	-	49 62	8,666 00	257	248	175	179	2
Stoughton, . . .	4,914	1,742,453	18	-	895 65	25,500 00	1,087	1,039	897	840	3
Walpole, . . .	2,137	1,132,102	10	-	1,200 00	13,644 00	337	441	274	282	3
West Roxbury, . . .	8,686	10,631,146	30	-	3,680 77	158,753 00	1,657	1,662	1,197	1,275	-
Weymouth, . . .	9,011	3,345,349	35	13,706 07	4,013 87	79,607 61	1,782	1,787	1,460	1,420	9
Wrentham, . . .	2,292	1,412,051	19	5,105 34	-	15,030 34	514	566	421	465	6
Total, . . .	89,452†	\$71,289,018†	385	\$79,629 74	\$28,751 97	\$885,362 03	18,740	18,185	14,806	14,744	177

\* Population included in Boston.

† Incorporated February 23, 1870. Returns included in the towns out of which it was formed.  
‡ Population and valuation of Roxbury deducted.

## BOARD OF EDUCATION.

## NANTUCKET COUNTY—CONTINUED.

T O W N S .	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch's.		Aggregate Length of the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1869-70.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Nantucket, .	68	682	4	16	10.6	10.6	\$80 61	\$24 53	\$8,000 00	-	\$200 00	\$34,000 00

## NORFOLK COUNTY—CONTINUED.

Bellingham, .	35	226	2	17	66.15	8	\$40 64	\$30 94	\$2,000 00	-	\$82 00	\$418 16
Braintree, .	29	801	2	21	155.11	9.8	102 25	30 81	5,900 00	-	146 00	4,500 00
Brookline, .	120	1,082	5	22	200	10	190 00	63 18	27,166 92	-	500 00	-
Canton, .	53	888	6	13	159	9.19	86 40	29 00	7,000 00	-	245 75	-
Cohasset, .	25	452	2	12	100	10	87 03	20 47	3,500 00	-	184 15	1,000 00
Dedham, .	129	1,469	9	34	307.10	10.5	110 00	36 60	17,650 00	-	783 95	1,100 00
Dorchester, .	176	2,104	50	50	294	10.10	125 00	44 32	54,000 00	-	1,000 00	16,777 19
Dover, .	18	128	-	8	27.13	6.18	-	32 75	900 00	-	10 50	-
Foxborough, .	50	572	4	11	84.15	8.10	54 39	31 31	5,000 00	-	250 00	-
Franklin, .	61	546	-	21	98.15	7.12	-	35 43	4,000 00	-	261 25	-
Hyde Park, .	41	768	5	17	142.8	10.10	126 14	45 24	12,000 00	-	650 00	-
Medfield, .	23	212	5	5	34	6.6	-	36 80	1,200 00	-	70 00	3,760 00
Medway, .	139	688	3	17	110.5	7.13	85 55	33 29	5,000 00	-	346 00	-
Milton, .	39	438	6	10	110	10	110 00	48 00	10,000 00	-	458 00	-
Needham, .	55	675	4	19	150	10	120 00	38 29	9,000 00	-	335 00	-
Quincy, .	96	1,541	7	28	264	11	96 13	31 88	16,814 67	-	785 70	1,250 00
Randolph, .	73	1,386	7	33	240.10	9.5	97 00	28 30	10,000 00	-	255 00	10,600 00

## SCHOOL RETURNS.

xli

Sharon, . . .	21	275	2	9	54	9	\$42 00	\$31 37	\$1,800 00	-	\$112 25	\$1,860 00
Stoughton, . .	87	1,148	5	22	160.13	8.18	80 75	29 00	8,000 00	-	218 45	-
Walpole, . . .	40	390	3	12	86.5	8.8	70 00	35 75	3,500 00	\$500 00	110 00	-
West Roxbury, .	142	1,416	7	35	295	10	168 33	50 12	35,700 00	-	1,155 00	58,731 25
Weymouth, . .	95	1,894	2	39	350	10	120 00	31 75	15,000 00	-	577 82	4,200 00
Wrentham, . .	73	567	1	20	108.7	7.9	122 22	34 00	5,000 00	80 00	500 13	2,000 96
Total, . . .	1,620	19,666	91	475	9.7	-	\$101 69	\$36 03	\$260,131 59	\$580 00	\$9,036 95	\$106,197 56

## NANTUCKET COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.					INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1870.
			Number.	How supported.	LENGTH.		Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
					Months.	Days.								
Nantucket, .	\$2,040 00	-	1	Taxation,	10.15		1	35	\$175 00	1	45	\$540 00	\$221 02	

## NORFOLK COUNTY—CONCLUDED.

Bellingham, . .	\$25 09	\$140 63	1	Taxation,	-		-	-	-	-	-	-	\$137 36
Braintree, . .	300 00	-	1	Taxation,	9.15		-	-	-	1	20	\$400 00	240 36
Brookline, . .	-	-	1	Taxation,	10		-	-	-	5	70	7,000 00	275 44
Canton, . .	-	-	1	Taxation,	10		-	-	-	-	-	-	242 18
Cohasset, . .	60 00	-	1	Taxation,	10		-	-	-	-	-	-	169 26
Dedham, . .	66 00	-	1	Taxation,	10.5		-	-	-	3	40	1,250 00	336 90
Dorchester, . .	1,329 16	-	1	Taxation,	10.13		-	-	-	2	-	-	440 40
Dover, . .	-	-	1	Taxation,	-		-	-	-	-	-	-	120 67
Foxborough, . .	-	-	1	Taxation,	6.15		-	-	-	2	60	1,800 00	194 71
Franklin, . .	-	-	1	Taxation,	9		-	140	\$3,700 00	1	9	36 00	-
Hyde Park, . .	-	-	1	Taxation,	-		-	-	-	3	25	-	197 86
Medfield, . .	225 60	-	1	Taxation,	-		-	-	-	-	-	-	130 41
Medway, . .	-	-	1	Taxation,	9		-	-	-	-	-	-	216 06
Milton, . .	-	-	1	Taxation,	10		-	-	-	-	-	-	173 40
Needham, . .	-	-	2	Taxation,	10		-	-	-	1	17	4,900 00	207 30
Quincy, . .	75 00	-	1	Taxation,	11		-	-	-	2	40	1,000 00	327 77
Randolph, . .	1,631 00	-	2	Tax'n in part,	10		-	-	-	-	-	-	329 80

# SCHOOL RETURNS.

xliii

Sharon, . . .	\$111 60	\$122 88	-	-	-	-	-	-	1	30	\$800 00	\$145 12
Stoughton, . .	-	-	1	Taxation,	-	\$1,100 00	-	-	-	-	-	294 90
Walpole, . . .	-	-	1	Taxation,	9	1,000 00	6.10	-	-	-	-	165 97
West Roxbury, .	4,099 88	-	1	Tax'n in part,	10	2,400 00	10	-	5	95	6,440 00	346 48
Weymouth, . .	252 00	-	2	Taxation,	10	1,200 00	10	-	-	-	-	408 82
Wrentham, . .	120 10	120 10	1	Taxation,	10	1,100 00	10	1	-	-	-	199 69
Total, . . .	\$8,295 43	\$383 61	22	-	-	-	-	2	26	406	\$23,626 00	\$5,300 86

\* Average \$1,250.

## PLYMOUTH COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1865.	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Repairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Abington, .	9,313	\$3,059,801	39	—	\$1,200 00	\$62,200 00	2,015	1,960	1,661	1,556	69
Bridgewater, .	3,660	1,992,756	18	—	270 00	22,300 00	607	620	496	521	15
Carver, .	1,092	459,583	7	—	25 00	5,785 00	202	196	161	146	6
Duxbury, .	2,341	1,006,782	10	—	112 50	8,000 00	353	366	284	286	4
E. Bridgewater, .	3,019	1,136,937	13	\$1,500 00	400 00	13,000 00	601	573	488	466	9
Halifax, .	619	354,039	5	—	56 00	2,000 00	120	109	101	86	5
Hanover, .	1,628	747,591	9	—	190 00	8,000 00	311	296	245	232	11
Hanson, .	1,219	458,168	7	—	494 36	4,650 00	205	184	165	148	10
Hingham, .	4,422	2,391,437	14	—	1,728 66	35,000 00	615	638	478	504	—
Hull, .	261	150,864	1	—	—	800 00	41	32	32	27	6
Kingston, .	1,605	1,334,298	8	—	425 26	16,500 00	320	310	260	258	3
Lakeville, .	1,161	571,124	11	—	51 63	2,900 00	222	218	176	173	12
Marion, .	898	459,009	6	—	47 67	4,500 00	185	191	146	161	10
Marshfield, .	1,659	853,777	9	—	139 44	5,600 00	298	314	245	274	5
Mattapoisett, .	1,361	540,118	6	—	40 04	5,500 00	244	294	186	243	—
Middleborough, .	4,687	2,132,878	26	—	200 00	17,500 00	761	845	619	672	17
N. Bridgewater, .	8,008	2,209,339	27	—	400 00	32,898 00	1,294	1,291	1,132	1,118	12
Pembroke, .	1,447	575,993	8	—	—	7,040 75	258	286	206	226	7
Plymouth, .	6,238	3,145,119	30	2,500 00	700 00	50,000 00	1,148	1,105	901	891	9
Plympton, .	807	304,305	6	—	32 37	3,260 77	167	164	143	132	6
Rochester, .	1,024	547,181	6	—	40 44	1,600 00	143	175	108	111	3
Scituate, .	2,350	852,105	11	—	916 05	12,000 00	433	441	353	379	11
South Scituate, .	1,661	840,924	7	—	604 31	8,500 00	272	261	203	219	2

# SCHOOL RETURNS.

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Wareham, . . .	3,098	\$882,580	14	-	\$50 00	\$4,600 00	636	721	473	591	21
W. Bridgewater, .	1,803	945,350	9	-	335 27	9,000 00	332	343	263	285	8
Total, . . .	65,381	\$27,932,058	307	\$4,000 00	\$8,453 00	\$343,134 52	11,783	11,933	9,525	9,705	261

## SUFFOLK COUNTY.

Boston, . . .	250,701	\$402,112,133*	343	\$384,111 86	\$97,259 72	\$4,297,403 08	33,281	33,687	30,689	31,482	-
Chelsea, . . .	18,547	7,706,745	55	-	10,000 00	245,100 00	2,943	2,985	2,628	2,713	1
North Chelsea, .	1,197	860,359	4	-	228 30	10,000 00	208	185	149	135	-
Winthrop, . . .	532	406,239	3	-	35 00	3,800 00	126	122	87	87	2
Total, . . .	270,977*	\$411,085,476*	405	\$384,111 86	\$107,523 02	\$4,556,303 08	36,558	36,979	33,553	34,417	3

\* Population and Valuation of Roxbury included.

PLYMOUTH COUNTY—CONTINUED.

TOWNS.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1869-70.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Abington, .	110	2,032	10	48	346 10	8.18	\$87 66	\$27 22	\$14,000 00	-	\$650 00	-
Bridgewater, .	47	625	4	21	157.15	8.15	93 60	30 90	7,600 00	-	330 14	\$5,800 00
Carver, .	14	198	1	9	50.15	7.5	28 05	28 83	1,441 64	\$144 00	50 00	1,000 00
Duxbury, .	21	399	1	15	76	7.3	70 00	28 80	2,500 00	-	200 00	22,500 00
E. Bridgewater, .	71	597	3	17	115	8.15	59 33	30 85	5,000 00	470 00	200 00	-
Halifax, .	14	110	-	6	31.5	6.5	-	26 00	800 00	-	107 00	-
Hanover, .	33	304	1	10	76.10	8.10	75 00	27 16	2,500 00	-	120 00	2,000 00
Hanson, .	24	234	1	9	56	8	40 00	26 38	1,500 00	100 00	117 75	-
Hingham, .	17	767	7	10	141.12	10.2	65 63	36 52	7,156 22	-	375 00	33,000 00
Hull, .	3	42	1	2	9	9	52 33	28 00	400 00	-	22 00	-
Kingston, .	48	316	2	8	73.10	9.4	84 00	29 50	2,950 00	44 50	180 00	-
Lakeville, .	23	206	1	14	66	6	33 00	25 39	1,785 25	-	23 00	-
Marion, .	30	186	-	8	46.10	7.15	-	27 00	1,300 00	-	20 00	-
Marshfield, .	49	309	2	19	76.18	8.10	42 00	29 50	2,300 00	33 00	103 01	-
Mattapoisett, .	38	277	2	10	39	6.10	32 14	28 23	1,200 00	-	85 00	9,552 00
Middleborough, .	105	936	6	28	201.13	8	67 00	26 00	6,959 00	-	225 00	20,900 00
N. Bridgewater, .	28	1,446	2	46	205.16	7.13	92 42	34 71	10,000 00	400 00	311 40	286 05
Pembroke, .	50	284	1	11	61	7.15	30 00	26 75	1,700 00	16 00	94 50	-
Plymouth, .	75	1,222	5	30	270	9	86 66	25 22	13,000 00	-	-	-
Plymouth, .	40	160	1	7	39.4	6.10	28 00	23 75	900 00	-	85 00	-
Rochester, .	29	182	-	10	44	7.7	-	26 38	1,200 00	-	130 00	-
Scituate, .	45	436	2	16	100.6	9.3	86 48	21 77	3,000 00	25 00	130 00	-
South Scituate, .	3	301	3	8	65.15	9.7	30 79	30 79	2,200 00	-	130 00	-



## SCHOOL RETURNS.

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Wareham, . .	96	615	3	15	89.15	6.8	\$70 00	\$26 40	\$4,000 00	\$84 00	\$105 00	-
W. Bridgewater, .	39	387	5	13	72.10	8.1	53 16	32 30	3,000 00	87 50	113 00	\$80,000 00
Total, . .	1,052	12,571	64	390	8.4	-	\$59 42	\$28 17	\$98,383 11	\$1,404 00	\$3,906 80	\$175,038 05

## SUFFOLK COUNTY—CONTINUED.

Boston, . .	1,823	42,624	84	750	3,732.3	10.13	\$258 20	\$102 20	\$850,000 00	-	\$2,800 00	\$7,100 00
Chelsea, . .	203	3,106	3	58	577.10	10.10	175 00	45 00	42,605 00	-	1,350 00	-
North Chelsea, .	4	193	1	4	42	10.10	75 24	38 50	2,600 00	-	70 00	-
Winthrop, . .	7	115	-	3	28.15	9.12	-	33 33	1,000 00	-	35 00	-
Total, . .	2,037	46,038	88	815	10.16	-	\$169 48	\$54 76	\$896,205 00	-	\$4,255 00	\$7,100 00



# SCHOOL RETURNS.

xlix

Wareham, .	-	1	Taxation, 10	\$1,200 00	-	-	-	-	\$208 96
W. Bridgewater, .	\$4,800 00	-	-	-	-	-	-	-	171 92
Total, .	\$12,382 42	15	-	-	4	168	\$4,185 00	\$4,823 50	\$4,426 01

## SUFFOLK COUNTY—CONCLUDED.

Boston, .	\$506 15	3	Taxation, 10.9	\$4,000 00	-*	-	-†	3,066	\$275,111 00	\$7,226 79
Chelsea, .	-	1	Taxation, 10.10	2,500 00	-	-	-	75	3,600 00	643 90
North Chelsea, .	-	-	-	-	-	-	-	-	-	121 24
Winthrop, .	-	-	-	-	-	-	-	-	-	122 82
Total, .	\$506 15	4	-	-	-	-	-	3,141	\$278,711 00	\$8,114 75

\* Various Charitable Institutions and Free Schools educate 3,066 children.

† Expense, \$9,228.

## WORCESTER COUNTY.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1865.	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Repairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Ashburnham,	2,172	\$789,081	15	-	\$50 00	\$11,500 00	415	461	362	390	16
Athol,	3,518	1,085,516	13	\$1,200 00	9 00	9,000 00	519	558	460	482	5
Auburn,	1,180	503,928	6	-	20 50	2,500 00	168	192	139	151	5
Barre,	2,575	1,797,762	14	-	340 00	9,000 00	503	430	401	360	17
Berlin,	1,016	401,831	5	-	-	7,500 00	182	208	148	155	2
Blackstone,	5,421	1,993,024	17	2,926 50	271 47	44,882 00	977	953	724	735	26
Bolton,	1,015	636,514	8	-	63 34	6,300 00	197	229	160	205	10
Boylston,	800	467,551	5	-	-	7,000 00	152	173	126	126	7
Brookfield,	2,527	973,359	13	-	156 68	19,000 00	410	410	343	343	16
Charlton,	1,878	909,729	13	-	508 22	6,853 74	339	416	279	323	10
Clinton,	5,430	2,017,299	14	-	877 40	35,000 00	999	855	705	706	-
Dana,	758	242,117	5	-	50 00	2,721 00	151	167	116	141	3
Douglas,	2,177	871,651	11	-	500 00	7,000 00	432	388	339	271	11
Dudley,	2,388	631,471	11	-	100 00	12,000 00	415	432	353	354	6
Fitchburg,	11,260	4,240,252	33	5,000 00	5,014 28	160,708 68	1,874	1,842	1,649	1,603	11
Gardner,	3,333	905,324	14	-	709 65	20,000 00	601	605	520	521	7
Grafton,	4,595	1,777,973	19	-	2,390 89	18,566 00	811	859	658	715	25
Hardwick,	2,219	1,039,438	12	-	302 77	10,000 00	356	361	296	293	9
Harvard,	1,342	932,514	10	-	310 09	7,000 00	241	283	203	256	4
Holden,	2,063	853,695	14	-	766 29	9,000 00	378	367	301	302	9
Hubbardston,	1,654	741,433	13	-	172 00	5,000 00	279	368	243	306	14
Lancaster,	1,845	1,004,802	7	-	144 32	10,000 00	227	262	188	220	6
Leicester,	2,768	1,615,868	12	-	79 00	22,645 00	490	446	384	324	9
Leominster,	3,894	1,933,122	18	-	-	41,100 00	665	704	519	574	13
Lunenburg,	1,121	731,560	9	-	100 00	3,656 45	184	238	158	209	7

# SCHOOL RETURNS.

li

Mendon, . . .	1,175	\$668,709	8	-	\$116 15	\$3,185 00	258	273	198	223	18
Millford, . . .	9,890	3,275,231	26	-	1,039 96	49,400 00	1,979	2,262	1,467	1,695	-
Millbury, . . .	4,400	1,392,456	18	\$12,658 75	897 67	85,000 00	697	637	553	554	11
New Braintree, . . .	640	553,719	6	-	101 00	8,000 00	125	143	88	113	4
Northborough, . . .	1,504	898,385	7	-	350 00	12,000 00	311	306	218	250	-
Northbridge, . . .	3,775	1,104,648	13	-	-	23,950 00	662	641	478	470	18
No. Brookfield, . . .	3,343	1,034,978	14	6,750 00	-	10,000 00	542	610	411	497	12
Oakham, . . .	860	318,003	7	212 00	15 00	2,400 00	163	212	139	189	5
Oxford, . . .	2,669	1,137,476	12	-	736 00	1,200 00	487	518	389	406	13
Paxton, . . .	646	297,237	6	-	40 00	3,300 00	125	170	104	150	5
Petersham, . . .	1,335	651,779	11	1,129 40	110 52	7,850 00	237	261	195	229	10
Phillipston, . . .	693	320,834	7	-	60 15	2,400 00	142	142	114	131	6
Princeton, . . .	1,279	778,666	10	-	50 00	2,000 00	202	235	159	199	4
Royalston, . . .	1,354	711,872	12	-	500 36	5,200 00	254	301	210	226	8
Rutland, . . .	1,025	523,646	8	-	72 28	6,000 00	215	249	169	214	3
Shrewsbury, . . .	1,610	1,026,968	9	-	25 00	6,450 00	295	320	252	255	4
Southborough, . . .	2,136	957,409	10	3,002 91	266 41	16,000 00	422	437	354	365	5
Southbridge, . . .	5,208	1,690,264	19	2,962 38	-	16,680 00	748	748	613	613	28
Spencer, . . .	3,953	1,363,465	16	2,000 00	136 00	30,900 00	677	689	558	555	14
Sterling, . . .	1,670	1,086,710	12	1,984 79	101 84	12,035 00	276	326	228	278	16
Sturbridge, . . .	2,101	864,875	15	-	50 00	8,500 00	322	364	253	292	17
Sutton, . . .	2,702	1,141,588	15	-	60 00	7,958 33	456	512	356	401	15
Templeton, . . .	2,802	979,116	14	-	499 02	11,846 88	501	501	407	420	10
Upton, . . .	1,989	736,082	11	-	350 00	8,361 00	337	361	328	313	14
Uxbridge, . . .	3,062	1,624,174	17	400 00	-	20,992 00	597	553	474	435	21
Warren, . . .	2,625	985,109	14	-	100 00	8,775 00	414	447	389	350	5
Webster, . . .	4,763	1,060,039	11	12,000 00	300 00	24,600 00	614	663	427	505	6
Westborough, . . .	3,601	860,922	14	-	300 00	26,000 00	625	573	509	427	6
West Boylston, . . .	2,862	679,389	10	13,000 00	200 00	22,530 00	442	574	574	437	5
West Brookfield, . . .	1,842	1,337,740	9	1,150 00	-	8,600 00	334	365	273	302	3
Westminster, . . .	1,770	721,267	10	-	-	5,825 00	355	334	294	280	4
Winchendon, . . .	3,398	1,160,952	16	4,000 00	400 00	35,000 00	621	612	502	489	20
Worcester, . . .	41,115	19,701,244	116	110,305 00	5,911 00	379,900 00	7,188	6,523	5,576	5,046	-
Total, . . .	182,766	\$80,857,766	814	\$180,681 73	\$25,724 26	\$1,310,774 08	33,588	34,132	27,033	27,374	558

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

T O W N S .	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of the year, in Months	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1869-70.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
			Males.	Fem.			Males.	Females.				
Ashburnham,	84	388	5	15	75	5	\$61 14	\$30 15	\$3,000 00	-	\$130 00	-
Athol,	68	615	3	20	104	7	70 00	29 50	4,000 00	-	265 00	-
Auburn,	12	205	-	9	36	6	-	33 20	1,000 00	-	65 00	-
Barre,	45	446	5	19	96.5	6.15	57 80	30 00	3,850 00	-	225 00	-
Berlin,	36	217	1	7	36.5	7.5	40 00	29 34	1,000 00	-	96 00	\$2,020 00
Blackstone,	44	1,127	5	17	143.10	8.4	73 19	28 85	6,000 00	\$300 00	132 00	-
Bolton,	72	206	2	13	62 7	7.14	66 67	25 55	1,500 00	-	95 87	12,000 00
Boylston,	42	162	2	10	35.15	7.3	37 71	28 43	1,200 00	28 00	100 00	-
Brookfield,	111	451	5	16	98.2	7.4	62 12	39 24	4,100 00	-	267 40	-
Charlton,	69	369	7	16	78	6	40 00	31 21	2,912 61	-	126 00	2,000 00
Clinton,	52	1,014	1	18	130.10	9.4	143 85	42 41	7,635 86	-	213 60	-
Dana,	21	144	-	12	30	6	-	29 80	800 00	-	70 00	-
Douglas,	51	429	4	13	73.10	6.14	61 11	28 98	3,700 00	-	160 00	491 33
Dudley,	35	595	5	14	83	7.11	42 00	29 00	3,000 00	-	148 00	7,000 00
Fitchburg,	136	2,100	7	50	248.19	7.4	113 00	32 38	18,000 00	-	818 81	-
Gardner,	127	603	4	18	88	6.6	81 60	30 42	3,800 00	-	240 00	1,000 00
Grafton,	60	968	1	26	138.6	7.6	120 00	37 23	5,800 00	-	484 50	1,000 00
Hardwick,	53	386	5	16	83.17	7	49 68	29 14	3,000 00	-	169 25	200 00
Harvard,	70	300	9	10	60	6	46 83	30 00	2,375 00	70 00	173 00	-
Holden,	75	350	1	21	81	6	50 00	28 31	3,000 00	-	125 00	3,666 67
Hubbardston,	109	272	3	20	81	6	51 66	28 48	2,500 00	-	325 00	1,200 00
Lancaster,	44	275	-	8	54.5	7.15	-	34 72	2,400 00	-	150 45	1,000 00
Leicester,	39	473	2	12	96.5	7.16	80 00	37 91	5,000 00	65 00	237 20	26,000 00
Leominster,	104	631	4	23	143.5	8.1	84 33	38 45	6,475 73	-	250 00	11,433 33
Lunenburg,	35	193	2	11	53.10	5.19	40 00	36 66	2,199 84	-	185 00	-

## SCHOOL RETURNS.

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Mendon, . . .	59	246	3	7	51.10	6.12	\$43 00	\$27 64	\$1,650 00	-	\$250 00	\$68 00
Millford, . . .	75	2,376	4	49	23.16	9.1	108 05	34 93	15,000 00	-	-	540 00
Millbury, . . .	63	814	2	24	151	8.8	73 00	34 82	6,000 00	-	-	242 00
New Braintree, . . .	29	116	2	9	36	6	42 50	32 60	1,500 00	-	-	100 00
Northborough, . . .	66	310	1	8	58.10	8.15	90 00	30 66	2,700 00	-	-	75 00
Northbridge, . . .	45	791	2	17	109.10	8.8	93 33	36 00	5,200 00	-	-	150 00
No. Brookfield, . . .	47	641	-	20	84.10	6.3	-	42 07	4,300 00	-	-	280 92
Oakham, . . .	39	145	3	8	42	6	33 33	26 10	1,500 00	-	-	83 50
Oxford, . . .	57	515	1	14	99.15	8.6	95 24	33 34	4,500 00	-	-	181 50
Paxton, . . .	34	113	-	9	33	6	-	26 33	800 00	-	-	80 00
Petersham, . . .	35	240	4	12	66	6	28 40	26 17	2,000 00	-	-	260 00
Phillipston, . . .	44	153	2	12	42	6	27 50	21 60	1,000 00	-	-	87 00
Princeton, . . .	61	225	5	9	54	6	44 00	27 23	1,700 00	33 00	-	91 00
Royalston, . . .	58	243	2	16	72	6	41 00	23 00	1,500 00	-	-	142 14
Rutland, . . .	60	192	1	12	48	6	31 00	27 54	1,446 69	-	-	120 68
Shrewsbury, . . .	47	302	4	20	72.19	8.1	60 58	31 83	3,000 00	140 30	-	250 00
Southborough, . . .	53	450	3	12	80.10	8.12	97 50	30 00	4,000 00	-	-	142 06
Southbridge, . . .	117	1,280	1	27	148.15	8.2	115 00	30 90	7,553 33	-	-	375 00
Spencer, . . .	71	730	1	23	119	7.10	100 00	30 70	4,500 00	-	-	300 00
Sterling, . . .	71	290	5	19	72	6	47 00	28 20	2,500 00	-	-	163 85
Sturbridge, . . .	55	315	5	18	90	6	37 20	26 12	2,200 00	-	-	150 00
Sutton, . . .	55	573	2	20	94	6	42 00	31 50	3,200 00	116 00	-	115 00
Templeton, . . .	38	485	2	18	91	6.10	74 66	32 03	3,800 00	24 00	-	197 00
Upton, . . .	66	364	2	12	65.10	6	51 00	30 34	2,550 00	-	-	92 00
Uxbridge, . . .	57	560	3	22	132	7.15	54 67	28 78	5,200 00	-	-	135 00
Warren, . . .	61	450	3	20	97.10	7.14	58 66	30 35	4,500 00	-	-	201 30
Webster, . . .	63	889	2	17	96.9	8.15	78 00	35 63	4,800 00	-	-	300 00
Westborough, . . .	43	677	3	20	104.15	7.10	81 50	33 00	4,550 00	-	-	300 00
West Boylston, . . .	77	567	-	16	76.10	7.13	-	12 66	3,000 00	-	-	125 00
West Brookfield, . . .	42	360	1	15	63.14	7.2	60 00	33 50	2,300 00	-	-	140 00
Westminster, . . .	111	307	3	14	62.15	6	56 65	34 47	2,800 00	140 00	-	200 00
Winchendon, . . .	138	564	1	23	105	6.4	83 33	34 50	4,500 00	-	-	328 82
Worcester, . . .	304	6,846	10	142	972	10.5	169 28	53 21	90,452 00	-	-	3,720 73
Total, . . .	3,835	36,048	163	1,098	7.1	-	\$67 11	\$31 33	\$304,451 06	\$1,166 30	\$14,929 58	\$78,146 33

\$735 00

6,500 00

1,900 00

BOARD OF EDUCATION.

WORCESTER COUNTY—CONCLUDED.

[illegible]



## SCHOOL RETURNS.

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Mendon, . . .	\$146 54	1	Taxation,	5.10	\$412 50	-	-	-	2	30	\$50 00	\$140 66
Milford, . . .	-	1	Taxation,	10	1,575 00	-	-	-	1	16	300 00	489 17
Millbury, . . .	-	1	Taxation,	9.10	1,100 00	-	-	-	1	5	25 00	226 97
New Brantree, . . .	-	1	-	-	-	-	-	-	-	-	-	122 48
Northborough, . . .	-	1	Taxation,	10	900 00	-	-	-	-	-	-	146 29
Northbridge, . . .	-	1	Taxation,	9.15	1,000 00	-	-	-	-	-	-	217 54
No. Brookfield, . . .	-	1	Taxation,	9.10	1,000 00	-	-	-	3	25	125 00	196 38
Oakham, . . .	-	-	-	-	-	-	-	-	-	-	-	128 93
Oxford, . . .	-	1	Taxation,	10.10	-	-	-	-	-	-	-	224 16
Paxton, . . .	-	-	-	-	-	-	-	-	1	45	1,600 00	140 66
Petersham, . . .	\$44 00	-	-	-	-	-	-	-	-	-	-	-
Phillipston, . . .	-	-	-	-	-	-	-	-	-	-	-	138 18
Princeton, . . .	-	-	-	-	-	-	-	-	-	-	-	131 81
Royalston, . . .	673 43	-	-	-	-	-	-	-	-	-	-	-
Rutland, . . .	-	-	-	-	-	-	1	-	2	35	125 00	-
Shrewsbury, . . .	-	1	Taxation,	6.10	522 60	-	-	-	-	-	-	145 29
Southborough, . . .	-	1	Taxation,	9	1,140 00	-	-	-	2	22	640 00	169 27
Southbridge, . . .	-	1	Taxation,	10	1,150 00	41	-	-	3	60	75 00	279 21
Spencer, . . .	-	1	Taxation,	10	1,000 00	-	-	-	-	-	-	215 40
Sterling, . . .	-	-	-	-	-	-	-	-	-	-	-	-
Sturbridge, . . .	-	-	-	-	-	-	-	-	-	-	-	162 16
Sutton, . . .	114 00	-	-	-	-	-	-	-	4	23	225 00	-
Templeton, . . .	-	1	Taxation,	9	866 66	-	-	-	-	-	-	175 06
Upton, . . .	-	1	Taxation,	8	600 00	-	-	-	1	-	50 00	162 33
Uxbridge, . . .	220 00	1	Taxation,	10	1,000 00	-	-	-	-	-	-	199 36
Warren, . . .	-	1	Taxation,	10	1,200 00	-	-	-	-	-	-	178 19
Webster, . . .	-	1	Taxation,	10	1,200 00	-	-	-	-	-	-	223 00
Westborough, . . .	195 72	1	Taxation,	10	1,200 00	-	-	-	1	-	-	224 66
West Boylston, . . .	-	-	-	-	-	-	-	-	-	-	-	195 72
West Brookfield, . . .	-	-	-	-	-	-	-	-	-	-	-	161 17
Westminster, . . .	-	1	Tax'n in part,	2.15	178 00	-	1	60	-	-	-	157 70
Winchendon, . . .	-	1	Taxation,	10	1,000 00	-	-	-	-	-	-	198 03
Worcester, . . .	-	1	Taxation,	10.5	2,000 00	-	1	50	-	360	25,000 00	1,051 18
Total, . . .	\$5,351 15	33	-	-	-	8	276	\$14,940 00	43	973	\$29,367 00	\$9,957 44

## INDIANS.

T O W N S.	Population — U. S. Census, 1870.	Valuation—1865.	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.
							In Sum'r.	In Winter.	In Sum'r.	In Winter.	
Chippewiddie,*	1	1	1	1	1	1	1	1	1	1	1
Christiantown,†	1	1	1	1	1	1	1	1	1	1	1
Gay Head,†	1	1	1	1	1	1	33	50	18	40	3
Marshpee,†.	1	1	2	1	\$20 00	\$400 00	56	61	35	48	2

\* Included in Edgartown.

† Reported with Tisbury.

‡ Incorporated as a town at the last session of the Legislature.

# SCHOOL RETURNS.

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## INDIANS—CONCLUDED.

TOWNS.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1869-70.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Town's Share of School Fund, payable January 25, 1870.
			Males.	Fem.			Males.	Females.				
Chappequiddic, .	1	1	1	1	1	1	—	—	—	—	1	1
Christiantown, .	23	1	1	1	7	7	\$45 00	\$17 00	—	1	1	1
Gay Head, .	15	69	1	3	13 5	6.15	40 00	35 00	\$125 00	\$20 00	1	—
Marshpee, .												\$65 00

## RECAPITULATION.

TOWNS.	Population—U. S. Census, 1870.	Valuation—1865.	No. of Schools.	Amount expended in 1869 for Erecting School-Houses.	Amount paid for Repairing, &c., in 1869.	Estimated Value of all the School-Houses in town, January, 1870.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.	
							In Sum'r.	In Winter.	In Sum'r.	In Winter.
Barnstable, .	32,791	\$14,276,198	176	\$9,514 85	\$5,006 00	\$166,035 00	6,093	7,210	4,726	5,857
Berkshire, .	64,884	27,937,444	320	38,097 85	9,315 26	246,783 00	11,324	11,208	8,066	8,487
Bristol, .	102,902	59,464,668	323	23,766 34	18,380 06	556,219 40	16,908	17,312	13,251	14,538
Dukes, .	3,787	2,183,975	22	1,200 00	275 00	14,100 00	695	717	587	611
Essex, .	201,032	90,393,467	562	376,176 77	27,693 20	1,526,303 02	31,739	32,142	25,455	25,604
Franklin, .	32,640	13,048,120	235	2,255 00	2,252 27	114,984 20	5,555	6,059	4,600	4,996
Hampden, .	78,465	33,253,177	326	54,886 81	27,042 94	714,386 84	11,563	11,984	9,027	9,534
Hampshire, .	44,410	20,510,994	273	48,410 34	5,295 15	361,820 00	7,553	8,316	6,215	7,133
Middlesex, .	274,437	155,324,723	805	250,576 29	49,399 67	2,776,366 64	49,618	50,255	38,518	39,889
Nantucket, .	4,131	2,152,568	10	-	300 00	40,000 00	705	648	596	579
Norfolk, .	89,452	71,289,018	385	79,629 74	28,751 97	885,362 03	18,740	18,185	14,806	14,744
Plymouth, .	65,381	27,932,058	307	4,000 00	8,453 00	343,134 52	11,783	11,933	9,525	9,705
Suffolk, .	270,977	411,085,476	405	384,111 86	107,523 02	4,556,303 08	36,558	36,979	33,553	34,417
Worcester, .	182,766	80,857,766	814	180,681 73	25,724 26	1,310,774 08	33,588	34,132	27,033	27,374
Total, .	1,448,055	\$1,009,709,652	4,963	\$1,453,307 58	\$315,411 80	\$13,612,571 81	242,422	247,080	195,958	203,468

# SCHOOL RETURNS.

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## RECAPITULATION—CONTINUED.

TOWNS.	Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age, May 1, 1869.	Number of different persons employed as Teachers in Public Sch's.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1869-70.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.
				Males.	Fem.		Males.	Females.			
Barnstable, .	105	1,542	6,927	79	177	7.11	\$62 16	\$26 70	\$53,861 00	\$553 00	\$1,816 13
Berkshire, .	341	1,212	12,001	76	416	7.12	47 92	26 25	87,589 59	4,533 50	3,739 75
Bristol, .	192	1,439	19,240	67	471	8.9	67 26	30 35	173,750 13	624 00	6,319 68
Dukes, .	10	107	805	10	25	6.4	65 60	23 42	5,350 00	-	320 50
Essex, .	164	2,323	38,276	112	777	8.19	88 73	33 09	343,674 14	664 00	12,058 01
Franklin, .	190	918	6,253	39	338	6.6	41 42	25 67	43,060 43	2,092 00	2,511 78
Hampden, .	273	1,094	13,339	46	435	8.1	67 68	27 82	137,213 04	1,801 00	2,911 97
Hampshire, .	207	1,021	8,575	47	378	7.6	60 71	28 84	71,543 11	4,477 50	2,726 86
Middlesex, .	413	3,883	50,031	172	1,237	8.18	104 31	35 88	641,840 89	1,102 60	16,898 35
Nantucket, .	-	68	682	4	16	10.6	80 61	24 53	8,000 00	-	200 00
Norfolk, .	177	1,620	19,666	91	475	9.7	101 69	36 03	260,131 59	580 00	9,036 95
Plymouth, .	261	1,052	12,571	64	390	8.4	59 42	28 17	98,383 11	1,404 00	3,906 80
Suffolk, .	3	2,037	46,038	88	815	10.16	169 48	54 76	896,205 00	-	4,255 00
Worcester, .	558	3,835	36,048	163	1,098	7.1	67 11	31 33	304,451 06	1,166 30	14,929 58
Total, .	2,894	22,151	271,052	1,058	7,048	8.06	\$77 44	\$30 92	\$3,125,053 09	\$18,997 90	\$81,631 36

## RECAPITULATION—CONCLUDED.

T O W N S.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, ap- propriated to Schools, that may be so appro- priated or not.	No. of High Schools.	IN CORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable Janu- ary 25, 1870.
					Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	
Barnstable, . .	\$30,500 00	\$2,195 00	—	6	2	39	\$215 00	11	120	\$1,885 00	\$1,983 16
Berkshire, . .	18,734 57	1,081 34	\$581 35	9	1	65	2,340 00	35	634	20,837 33	4,713 81
Bristol, . .	29,200 00	2,104 00	—	9	3	215	13,765 00	45	841	10,973 25	4,965 03
Dukes, . .	5,000 00	300 00	—	1	1	65	200 00	3	75	400 00	532 92
Essex, . .	230,387 94	13,894 59	1,551 76	20	6	523	21,112 57	73	3,368	33,527 10	9,545 58
Franklin, . .	34,688 83	2,774 68	121 78	5	6	214	5,821 50	15	344	7,240 00	3,275 59
Hampden, . .	128,327 23	8,218 36	1,317 60	9	2	372	13,592 72	25	993	12,240 00	4,253 59
Hampshire, . .	134,230 53	9,793 23	425 98	9	4	426	10,283 50	10	126	3,385 00	3,341 26
Middlesex, . .	157,262 21	10,579 31	125 13	34	7	353	21,537 00	80	2,305	52,126 00	13,291 38
Nantucket, . .	34,000 00	2,040 00	—	1	1	35	175 00	1	45	540 00	221 02
Norfolk, . .	106,197 56	8,295 43	383 61	22	2	140	3,700 00	26	406	23,626 00	5,300 86
Plymouth, . .	175,038 05	12,382 42	—	15	4	168	4,185 00	27	545	4,823 50	4,426 01
Suffolk, . .	7,100 00	506 15	—	4	—	—	—	72	3,141	278,711 00	8,114 75
Worcester, . .	78,146 33	5,351 15	805 26	33	8	276	14,940 00	43	973	29,367 00	9,957 44
Total, . .	\$1,168,813 25	\$79,515 66	\$5,312 47	177	47	2,891	\$111,867 29	466	13,916	\$479,681 18	\$73,922 40

# SCHOOL RETURNS.

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## EVENING SCHOOLS.

CITIES AND TOWNS.	No. of Schools.	Males.	Females.	Average Number.	Time Kept.	No. of Teachers.	Expense.
Boston, . .	9	3,392*	-	918	6 months.	106	\$11,442 63
Cambridge, .	1	249	139	150	4 months.	10	1,350 00
Charlestown, .	1	150	75	91	4 months.	14	1,048 91
Chelsea, . .	1	75	75	30	5 months.	3	600 00
E. Bridgewater,	1	16	8	16	12 weeks.	5	12 00
Fall River, .	1	130	95	56	17 weeks.	3	524 23
Fitchburg, .	1	40	45	60	12 weeks.	3	285 52
Holyoke, . .	1	136	51	111	9 weeks.	9	500 00
Lawrence, .	1	439	207	412	4½ months.	30	850 00
Lowell, . .	2	457	178	269	{ 44 eve'gs. } { 40 eve'gs. }	20	766 38
Lynn, . . .	4	244	174	250	24 evenings.	22	708 00
Medford, . .	1	20	10	20	13 weeks.	1	300 00
New Bedford, .	2	76	74	87	6½ months.	5	1,100 00
Newburyport, .	1	-	110	65	6½ months.	12	50 00
Northampton, .	1	147	110	103	65 weeks.	6	650 00
Salem, . . .	1	216	71	83	4 months.	6	873 40
Springfield, .	1	171	69	62	11 weeks.	10	613 80
Stoneham, . .	1	46	15	38	11 weeks.	3	115 00
Wakefield, .	1	55	19	43	27 evenings.	3	125 00
Westfield, . .	1	61	45	55	20 evenings.	7	75 00
West Newbury, .	1	25	-	22	26 evenings.	1	50 00
West Roxbury, .	1	100	50	75	5½ months.	6	700 00
Woburn, . . .	1	91	29	30	80 evenings.	3	173 30
Worcester, .	3	222	191	225	100 even'gs.	8	1,011 14

\* Including both sexes.

## RETURNS OF SCHOOLS IN STATE INSTITUTIONS, FOR THE YEAR ENDING SEPTEMBER 30, 1870.

STATE INSTITUTIONS.	Number of Schools in the Institution.	Number of different Scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending School.	No. over 15 years of age attending School.	No. between 5 and 15 years of age remaining in the Institution, September 30, 1870.	No. of Teachers during the year.		Wages of Teachers per Month.		Length of each School in months.
							Males.	Females.	Males.	Females.	
Monson State Almshouse, . . . .	6	551	300	14	10	332	1	11	\$50 00	\$18 00	11
Tewksbury State Almshouse,* . . . .	1	-	1	-	1	-	-	-	-	-	-
Lancaster State Industrial School, . . . .	5	222	145	-	138	50	-	5	-	20 84	12
Westborough Reform School, . . . .	7	427	260	-	60	223	2	5	45 83	28 57	12
Nautical School { Ship G. M. Barnard, . . . .	1	252	130	-	93†	324	1	1	100 00†	25 00†	12
Ship Massachusetts, . . . .	1	143	85	-	-	-	1	1	-	-	12

\* School discontinued.

† Includes both ships.



## GRADUATED TABLES—FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1869-70, also its rank in a similar scale for 1868-9. It presents the sum appropriated to each child between 5 and 15.

GRADUATED TABLES—FIRST SERIES.

[FOR THE STATE.]

*Table showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.\**

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	DORCHESTER,	\$25 66.5	\$54,000 00	-	-	2,104	-
9	2	W. Roxbury, .	25 21.2	35,700 00	-	-	1,416	-
3	3	Brookline, .	25 10.8	27,166 92	-	-	1,082	-
2	4	Milton, .	22 83.1	10,000 00	-	-	438	-
11	5	Brighton, .	21 79.3	17,500 00	-	-	803	-
7	6	Newton, .	21 39.9	49,430 64	-	-	2,310	-
8	7	Arlington, .	20 33.8	12,345 00	-	-	607	-
5	8	Boston, .	19 94.2	850,000 00	-	-	42624	-
6	9	Belmont, .	19 64.3	5,500 00	-	-	280	-
4	10	Nahant, .	19 51.2	1,600 00	-	-	82	-
10	11	Medford, .	18 18.4	19,475 00	-	-	1,071	-
14	12	Waltham, .	16 52.8	22,345 33	-	-	1,352	-
18	13	Swampscott, .	16 27.2	5,500 00	-	-	338	-
13	14	Watertown, .	16 20.1	12,993 21	-	-	802	-
20	15	Lexington, .	15 79	6,000 00	-	-	380	-
35	16	Hyde Park, .	15 62.5	12,000 00	-	-	768	-
30	17	Framingham, .	15 51.7	11,700 00	-	-	754	\$150 00
22	18	Melrose, .	15 42.2	9,500 00	-	-	616	-
21	19	Weston, .	15 36.5	3,104 00	-	-	202	-
12	20	Springfield, .	15 30.2	63,593 67	-	-	4,156	-
23	21	Somerville, .	14 89.4	37,400 00	-	-	2,511	-
25	22	Charlestown, .	14 70.6	87,189 68	-	-	5,929	-
61	23	Beverly, .	14 10.3	16,500 00	-	-	1,170	-
17	24	Lowell, .	14 03.3	86,524 68	-	-	6,166	-
24	25	Malden, .	13 81.9	25,000 00	-	-	1,809	-
27	26	Chelsea, .	13 71.7	42,605 00	-	-	3,106	-
15	27	New Bedford, .	13 51.6	50,210 59	-	-	3,715	-
42	28	North Chelsea, .	13 47.1	2,600 00	-	-	193	-
16	29	Winchester, .	13 38.9	7,444 22	-	-	556	-
32	30	Needham, .	13 33.3	9,000 00	-	-	675	-

\* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

# SCHOOL RETURNS.

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For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
19	31	Worcester, .	\$13 21.2	\$90,452 00	-	-	6,846	-
50	32	Fairhaven, .	13 10	6,000 00	-	-	458	-
34	33	N. Braintree, .	12 93.1	1,500 00	-	-	116	-
36	34	Lincoln, .	12 30.8	1,600 00	-	-	130	-
26	35	Cambridge, .	12 30.7	93,179 06	-	-	7,571	-
47	36	Bridgewater, .	12 16	7,600 00	-	-	625	-
29	37	Dedham, .	12 01.5	17,650 00	-	-	1,469	-
54	38	Wellfleet, .	11 73.7	5,000 00	-	-	426	-
31	39	Nantucket, .	11 73	8,000 00	-	-	682	-
58	40	Haverhill, .	11 70.9	26,000 00	\$521 18	26,521 18	2,265	-
37	41	Concord, .	11 62.2	4,800 00	-	-	413	\$25 00
57	42	Greenfield, .	11 50	6,900 00	-	-	600	-
51	43	Westfield, .	11 46	13,350 00	-	-	1,165	-
44	44	N. Andover, .	11 43.9	5,800 00	-	-	507	-
46	45	Lunenburg, .	11 39.8	2,199 84	-	-	193	-
39	46	Peabody, .	11 32.5	16,200 00	335 17	16,535 17	1,460	-
67	47	Stoneham, .	11 08	8,000 00	-	-	722	-
33	48	Amherst, .	10 98.1	7,500 00	-	-	683	-
43	49	Yarmouth, .	10 95.9	4,000 00	-	-	365	-
49	50	Quincy, .	10 91.2	16,814 67	-	-	1,541	-
40	51	Plymouth, .	10 63.8	13,000 00	-	-	1,222	-
97	52	Granby, .	10 59.8	1,950 00	-	-	184	-
55	53	Reading, .	10 57.7	5,500 00	-	-	520	500 00
65	54	Leicester, .	10 57.1	5,000 00	-	-	473	65 00
162	55	Erving, .	10 55.8	1,000 00	55 78	1,055 78	100	-
87	56	Westhampton, .	10 48.9	1,500 00	-	-	143	-
63	57	Wakefield, .	10 47.5	7,500 00	-	-	716	-
201	58	Oakham, .	10 34.5	1,500 00	-	-	145	-
60	59	Longmeadow, .	10 30.2	2,600 00	171 13	2,771 13	269	20 00
66	60	Leominster, .	10 26.3	6,475 73	-	-	631	-
45	61	Burlington, .	10 26.2	1,036 50	-	-	101	-
111	62	Dunstable, .	10 25.6	800 00	-	-	78	-
70	63	Chicopee, .	10 14.4	14,200 00	701 45	14,901 45	1,469	-
73	64	Greenwich, .	10 10.1	1,000 00	-	-	99	-
136	65	Pittsfield, .	10 02.3	21,700 00	-	-	2,165	-
59	66	Warren, .	10 02.2	4,500 00	-	-	450	-
53	67	Barnstable, .	10 00	10,000 00	-	-	1,000	-
75	68	Shrewsbury, .	9 93.4	3,000 00	-	-	302	140 30
41	69	Tyngsboro', .	9 90.6	1,050 00	-	-	106	-
64	70	Ashland, .	9 68.7	3,400 00	-	-	351	-
103	71	Uxbridge, .	9 67.9	5,200 00	220 00	5,420 00	560	-
93	72	Sunderland, .	9 67.7	1,500 00	-	-	155	-
56	73	South Hadley, .	9 67.1	5,000 00	-	-	517	-
68	74	Northampton, .	9 56.4	18,812 85	-	-	1,967	-
117	75	Hull, .	9 52.4	400 00	-	-	42	-
172	76	Bellingham, .	9 47.2	2,000 00	140 63	2,140 63	226	-
153	77	Montgomery, .	9 46	700 00	-	-	74	100 00
82	78	Wayland, .	9 40.4	2,050 00	-	-	218	-
123	79	Acushnet, .	9 39	2,000 00	-	-	213	-

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
132	80	Prescott, .	\$9 37.5	\$900 00	-	-	96	-
38	81	Kingston, .	9 33.5	2,950 00	-	-	316	-
74	82	Hingham, .	9 33	7,156 22	-	-	767	-
183	83	New Salem, .	9 25.9	1,500 00	-	-	162	-
96	84	Woburn, .	9 24	16,410 64	-	-	1,776	\$32 00
118	85	Newburyport, .	9 23.8	24,500 00	-	-	2,652	200 00
85	86	Lenox, .	9 23.1	3,000 00	-	-	325	225 00
72	87	Salem, .	9 21	48,215 81	-	-	5,235	-
151	88	Hubbardston, .	9 19.1	2,500 00	-	-	272	-
28	89	Holyoke, .	9 14.3	16,000 00	-	-	1,750	-
237	90	Westminster, .	9 12.1	2,800 00	-	-	307	140 00
125	91	Westport, .	9 11	4,300 00	-	-	472	-
48	92	Brookfield, .	9 09.1	4,100 00	-	-	451	-
168	93	Hawley, .	9 08	1,135 00	-	-	125	-
99	94	Townsend, .	9 04.8	3,031 00	-	-	335	-
69	95	Lawrence, .	9 04.5	42,193 20	-	-	4,665	-
80	96	Provincetown, .	9 03.6	6,461 00	-	-	715	-
92	97	Wrentham, .	9 03	5,000 00	\$120 10	\$5,120 10	567	80 00
110	98	Gloucester, .	9 01.7	25,500 00	-	-	2,828	-
155	99	Manchester, .	9 01	2,775 00	-	-	308	-
124	100	Marlboro', .	9 00.3	15,404 68	-	-	1,711	-
231	101	Wendell, .	8 98.9	800 00	-	-	89	-
95	102	Walpole, .	8 97.4	3,500 00	-	-	390	500 00
120	103	Ware, .	8 95.4	6,250 00	-	-	698	429 00
84	104	Conway, .	8 94.6	2,800 00	-	-	313	50 00
224	105	Boxford, .	8 90.3	1,500 00	58 10	1,558 10	175	-
88	106	Southboro', .	8 88.9	4,000 00	-	-	450	-
71	107	Belchertown, .	8 87.6	4,500 00	-	-	507	-
152	108	Gt. Barrington, .	8 83	8,000 00	-	-	906	75 00
62	109	Pelham, .	8 78.3	1,080 26	-	-	123	-
86	110	Lynn, .	8 78.2	49,828 93	-	-	5,674	-
90	111	Andover, .	8 77.6	7,520 77	-	-	857	-
109	112	Enfield, .	8 76	1,200 00	-	-	137	62 00
114	113	Warwick, .	8 76	1,200 00	-	-	137	-
122	114	Foxborough, .	8 74.1	5,000 00	-	-	572	-
262	115	Oxford, .	8 73.8	4,500 00	-	-	515	-
83	116	Lancaster, .	8 72.7	2,400 00	-	-	275	-
52	117	Northborough, .	8 70.9	2,700 00	-	-	310	-
91	118	Bradford, .	8 70.6	3,500 00	-	-	402	-
106	119	Winthrop, .	8 69.6	1,000 00	-	-	115	-
121	120	Lakeville, .	8 66.6	1,785 25	-	-	206	-
112	121	Attleborough, .	8 65.8	11,000 00	-	-	1,282	-
134	122	Boxborough, .	8 64.2	717 25	-	-	83	-
94	123	Barre, .	8 63.2	3,850 00	-	-	446	-
188	124	Douglas, .	8 62.5	3,700 00	-	-	429	-
199	123	Sterling, .	8 62.1	2,500 06	-	-	290	-
197	126	Holden, .	8 57.2	3,000 00	-	-	350	-
89	127	Fitchburg, .	8 57.1	18,000 00	-	-	2,100	-
217	128	Wenham, .	8 57.1	1,500 00	-	-	175	-

## SCHOOL RETURNS.

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For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
77 129		Hatfield, . .	\$8 50.3	\$2,500 00	-	-	294	-
107 130		Taunton, . .	8 43.1	27,983 68	-	-	3,319	-
115 131		Ashby, . .	8 42.7	1,500 00	-	-	178	-
102 132		Saugus, . .	8 38	3,787 81	-	-	452	-
178 133		E. Bridgewater, .	8 37.5	5,000 00	-	-	597	\$470 00
260 134		Monson, . .	8 36.8	4,000 00	-	-	478	-
142 135		Petersham, . .	8 33.3	2,000 00	-	-	240	-
108 136		Dighton, . .	8 33.3	2,500 00	-	-	300	-
104 137		Fall River, . .	8 31.1	44,000 00	-	-	5,294	-
156 138		Holliston, . .	8 30.8	5,400 00	-	-	650	-
158 139		Dalton, . .	8 29.9	2,000 00	-	-	241	32 00
148 140		Sherborn, . .	8 25.7	1,800 00	-	-	218	25 60
128 141		Hanover, . .	8 22.4	2,500 00	-	-	304	-
135 142		Orleans, . .	8 17.8	2,200 00	-	-	269	-
79 143		Bedford, . .	8 14.4	1,300 00	\$125 13	\$1,425 13	175	-
161 144		Danvers, . .	8 07.9	9,185 00	300 00	9,485 00	1,174	45 00
164 145		Methuen, . .	8 07.3	4,650 00	-	-	576	-
149 146		Winchendon, . .	7 97.9	4,500 00	-	-	564	-
133 147		Weymouth, . .	7 92	15,000 00	-	-	1,894	-
81 148		Harvard, . .	7 91.7	2,375 00	-	-	300	70 00
208 149		Charlton, . .	7 89.3	2,912 61	-	-	369	-
78 150		Westford, . .	7 88.6	2,500 00	-	-	317	-
119 151		Canton, . .	7 88.3	7,000 00	-	-	888	-
163 152		Stockbridge, . .	7 88.3	3,500 00	-	-	444	-
171 153		Eastham, . .	7 87.4	1,000 00	-	-	127	-
98 154		Templeton, . .	7 83.5	3,800 00	-	-	485	24 00
276 155		Rowe, . .	7 82.6	900 00	-	-	115	-
141 156		Lynnfield, . .	7 79.2	1,200 00	-	-	154	-
169 157		Hardwick, . .	7 77.8	3,000 00	-	-	386	-
241 158		Plainfield, . .	7 77.8	700 00	-	-	90	162 00
182 159		Adams, . .	7 75.2	16,000 00	-	-	2,064	-
235 160		W. Bridgewater, .	7 75.2	3,000 00	-	-	387	87 50
126 161		Cohasset, . .	7 74.3	3,500 00	-	-	452	-
218 162		Groton, . .	7 73.6	5,500 00	-	-	711	55 00
251 163		Ashburnham, . .	7 73.2	3,000 00	-	-	388	-
160 164		Edgartown, . .	7 69.2	2,500 00	-	-	325	-
236 165		Shutesbury, . .	7 69.2	1,000 00	-	-	130	-
140 166		Ipswich, . .	7 65.2	4,400 00	-	-	575	-
173 167		South Scituate, .	7 64.1	2,200 00	-	-	301	-
130 168		Acton, . .	7 59.8	2,325 00	-	-	306	-
245 169		Goshen, . .	7 57.6	500 00	-	-	66	242 50
144 170		Georgetown, . .	7 55.7	3,000 00	-	-	397	50 00
157 171		Falmouth, . .	7 55.6	3,000 00	-	-	397	-
76 172		Princeton, . .	7 55.6	1,700 00	-	-	225	33 00
139 173		Hudson, . .	7 53.5	4,800 00	-	-	637	140 00
271 174		Rutland, . .	7 53.5	1,446 69	-	-	192	-
116 175		Hadley, . .	7 53.4	3,300 00	-	-	438	30 00
137 176		Clinton, . .	7 53	7,635 86	-	-	1,014	-
143 177		Orange, . .	7 50.8	2,500 00	-	-	333	-

For 1865-6.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
202	178	Hopkinton, .	\$7 49.5	\$7,750 00	-	-	1,034	-
266	179	Ludlow, .	7 49	1,700 00	-	-	227	-
220	180	Southampton, .	7 49	1,850 00	-	-	247	-
186	181	Billerica, .	7 48.5	2,500 00	-	-	334	-
113	182	Swansea, .	7 44.9	1,906 91	-	-	256	-
191	183	Marshfield, .	7 44.3	2,300 00	-	-	309	\$33 00
105	184	Dracut, .	7 43 8	2,700 00	-	-	363	75 00
189	185	Middleborough,	7 42 5	6,950 00	-	-	936	-
265	186	Boylston, .	7 40 7	1,200 00	-	-	162	28 00
175	187	Northfield, .	7 39.5	2,500 00	\$66 00	\$2,566 00	347	-
184	188	Millbury, .	7 37.1	6,000 00	-	-	814	-
166	189	Braintree, .	7 36.6	5,900 00	-	-	801	-
159	190	Franklin, .	7 32.6	4,000 00	-	-	546	-
177	191	Mendon, .	7 30 3	1,650 00	146 54	1,796 54	246	-
214	192	Bolton, .	7 28.2	1,500 00	-	-	206	-
228	193	Carver, .	7 28.1	1,441 64	-	-	198	144 00
179	194	Halifax, .	7 27.3	800 00	-	-	110	-
154	195	Medway, .	7 26.7	5,000 00	-	-	688	-
145	196	Littleton, .	7 24.6	1,500 00	-	-	207	-
129	197	Randolph, .	7 21.5	10,000 00	-	-	1,386	-
187	198	Brimfield, .	7 20	1,800 00	-	-	250	-
194	199	Sandwich, .	7 18.6	6,000 00	-	-	835	-
291	200	W. Springfield,	7 18 6	3,600 00	-	-	501	-
165	201	Brewster, .	7 09.2	2,000 00	-	-	282	-
193	202	Easton, .	7 08.4	5,200 00	-	-	734	600 00
238	203	Paxton, .	7 08	800 00	-	-	113	-
138	204	Marblehead, .	7 07.5	10,500 00	-	-	1,484	200 00
150	205	Dover, .	7 03.1	900 00	-	-	128	-
176	206	Essex, .	7 02.2	2,500 00	-	-	356	48 00
147	207	Upton, .	7 00.5	2,550 00	-	-	364	-
207	208	Sharon, .	6 99.2	1,800 00	122 88	1,922 88	275	-
242	209	Marion, .	6 98 9	1,300 00	-	-	186	-
263	210	Sturbridge, .	6 98.4	2,200 00	-	-	315	-
146	211	Seekonk, .	6 97.7	1,200 00	-	-	172	24 00
261	212	Stoughton, .	6 96.9	8,000 00	-	-	1,148	-
280	213	Stow, .	6 96	2,610 00	-	-	375	-
227	214	Hamilton, .	6 94.4	1,000 00	-	-	144	-
185	215	N. Bridgewater,	6 91.6	10,000 00	-	-	1,446	400 00
270	216	Huntington, .	6 89.7	1,400 00	-	-	203	-
230	217	Abington, .	6 89	14,000 00	-	-	2,032	-
203	218	Scituate, .	6 88.1	3,000 00	-	-	436	25 00
304	219	Williamstown, .	6 74.7	4,500 00	-	-	667	-
248	220	Sheffield, .	6 74.1	3,000 00	127 83	3,127 83	464	288 00
247	221	Westborough, .	6 72.1	4,550 00	-	-	677	-
101	222	N. Brookfield, .	6 70.8	4,300 00	-	-	641	-
226	223	Easthampton, .	6 70.3	5,200 00	189 00	5,389 00	804	-
246	224	West Newbury,	6 67.1	2,708 55	-	-	406	-
221	225	Dartmouth, .	6 66.7	4,500 00	-	-	675	-
210	226	Heath, .	6 66.7	700 00	-	-	105	58 00

## SCHOOL RETURNS.

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For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
213	227	Rowley, . .	\$6 63.7	\$1,500 00	-	-	226	-
192	228	Deerfield, . .	6 63.1	4,575 43	-	-	690	\$35 00
288	229	Chilmark, . .	6 62.6	550 00	-	-	83	-
284	230	Norton, . .	6 62.3	2,000 00	-	-	302	-
206	231	Natick, . .	6 59.3	8,900 00	-	-	1,350	-
100	232	Rochester, . .	6 59.3	1,200 00	-	-	182	-
244	233	Berkley, . .	6 57.9	1,000 00	-	-	152	-
198	234	Northbridge, . .	6 57.4	5,200 00	-	-	791	-
250	235	Phillipston, . .	6 53.6	1,000 00	-	-	153	-
131	236	Athol, . .	6 50.4	4,000 00	-	-	615	-
234	237	Wareham, . .	6 50.4	4,000 00	-	-	615	84 00
303	238	Lee, . .	6 48.1	5,250 00	-	-	810	170 00
170	239	Rehoboth, . .	6 44.1	2,498 95	-	-	388	-
225	240	Rockport, . .	6 44.1	5,156 59	\$106 00	\$5,262 59	817	-
180	241	Hanson, . .	6 41	1,500 00	-	-	234	100 00
205	242	Monroe, . .	6 41	250 00	-	-	39	-
264	243	Newbury, . .	6 39.3	1,400 00	-	-	219	65 00
258	244	W. Brookfield, . .	6 38.9	2,300 00	-	-	360	-
195	245	Milford, . .	6 31.3	15,000 00	-	-	2,376	250 00
127	246	Amesbury, . .	6 30.9	6,000 00	-	-	951	56 00
233	247	Gardner, . .	6 30.2	3,800 00	-	-	603	-
222	248	Wales, . .	6 29.6	850 00	-	-	135	-
313	249	Egremont, . .	6 29	1,000 00	-	-	159	151 00
293	250	Duxbury, . .	6 26.6	2,500 00	-	-	399	-
212	251	Middleton, . .	6 26.3	1,300 00	71 68	1,371 68	219	-
229	252	Freetown, . .	6 20.7	1,800 00	-	-	290	-
292	253	Shelburne, . .	6 20.7	1,800 00	-	-	290	125 00
167	254	Ashfield, . .	6 17.3	1,500 00	-	-	243	372 00
286	255	Royalston, . .	6 17.3	1,500 00	-	-	243	-
190	256	Spencer, . .	6 16.4	4,500 00	-	-	730	-
209	257	Middlefield, . .	6 14.9	900 00	90 00	990 00	161	50 00
223	258	Sudbury, . .	6 11.7	2,300 00	-	-	376	-
285	259	Windsor, . .	6 10.7	800 00	-	-	131	870 00
215	260	Chesterfield, . .	6 09.8	1,000 00	-	-	164	525 00
219	261	Hinsdale, . .	6 09.8	2,000 00	-	-	328	70 00
239	262	Truro, . .	6 07.3	1,500 00	-	-	247	-
277	263	Chelmsford, . .	6 06.8	2,500 00	-	-	412	-
289	264	Shirley, . .	6 00.6	2,000 00	-	-	333	100 00
267	265	Grafton, . .	5 99.2	5,800 00	-	-	968	-
259	266	Agawam, . .	5 98.6	1,700 00	-	-	284	-
279	267	Pembroke, . .	5 98.6	1,700 00	-	-	284	16 00
257	268	Tisbury, . .	5 96.3	2,200 00	-	-	374	-
211	269	Wilmington, . .	5 95.2	1,000 00	-	-	168	-
232	270	Dennis, . .	5 94.5	5,000 00	-	-	841	308 00
200	271	Chatham, . .	5 92	3,700 00	-	-	625	70 00
269	272	Southbridge, . .	5 91.1	7,553 33	-	-	1,280	-
252	273	Chester, . .	5 86.1	1,600 00	-	-	273	600 00
174	274	Tewksbury, . .	5 86.1	1,600 00	-	-	273	-
204	275	Carlisle, . .	5 84.7	725 00	-	-	124	-

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
278 276		Gill, . . .	\$5 83.3	\$700 00	-	-	120	\$384 00
274 277		N. Reading, . .	5 82.5	1,200 00	-	-	206	-
253 278		Medfield, . . .	5 66	1,200 00	-	-	212	-
240 279		Peru, . . .	5 66	600 00	-	-	106	-
196 280		Alford, . . .	5 64.6	389 59	-	-	69	70 00
301 281		Tyringham, . .	5 64.5	700 00	-	-	124	-
275 282		Salisbury, . . .	5 64.4	4,000 00	\$159 63	\$4,159 63	737	-
308 283		W. Boylston, . .	5 63.6	3,000 00	195 72	3,195 72	567	-
307 284		Monterey, . . .	5 63.4	800 00	-	-	142	450 00
296 285		Plympton, . . .	5 62.5	900 00	-	-	160	-
281 286		Sutton, . . .	5 58.5	3,200 00	-	-	573	116 00
330 287		Granville, . . .	5 56.1	1,569 37	99 00	1,668 37	300	-
312 288		Dana, . . .	5 55.6	800 00	-	-	144	-
255 289		Raynham, . . .	5 55.6	1,800 00	-	-	324	-
249 290		Blackstone, . .	5 53.9	6,000 00	243 00	6,243 00	1,127	300 00
268 291		Leverett, . . .	5 48.8	900 00	-	-	164	15 00
283 292		Leyden, . . .	5 43.5	500 00	-	-	92	600 00
216 293		Webster, . . .	5 39.9	4,800 00	-	-	889	-
302 294		N. Marlboro', .	5 39.1	1,500 00	327 52	1,827 52	339	50 00
300 295		Cummington, .	5 38.1	1,200 00	-	-	223	700 00
272 296		Palmer, . . .	5 37.6	4,000 00	-	-	744	-
256 297		Whately, . . .	5 36.6	1,100 00	-	-	205	48 00
328 298		Becket, . . .	5 27.9	1,800 00	-	-	341	93 00
273 299		Russell, . . .	5 24.2	650 00	-	-	124	-
243 300		Worthington, .	5 20.3	800 00	146 98	946 98	182	1,150 00
315 301		Southwick, . .	5 19	1,500 00	-	-	124	-
297 302		Montague, . . .	5 17.6	2,200 00	-	-	425	-
254 303		Wilbraham, . .	5 15.3	2,000 00	102 31	2,102 31	408	50 00
311 304		Blandford, . . .	5 06	1,000 00	224 47	1,224 47	242	723 00
181 305		Dudley, . . .	5 04.2	3,000 00	-	-	595	-
333 306		Harwich, . . .	5 01.3	4,000 00	-	-	798	175 00
309 307		Cheshire, . . .	5 00	1,700 00	-	-	340	-
331 308		Florida, . . .	5 00	800 00	-	-	160	-
320 309		Pepperell, . . .	4 91.8	1,500 00	-	-	305	-
299 310		Auburn, . . .	4 87.8	1,000 00	-	-	205	-
319 311		Washington, . .	4 87.8	800 00	-	-	164	-
298 312		Groveland, . . .	4 86.8	1,752 48	-	-	360	-
290 313		Coleraine, . . .	4 69.3	2,000 00	-	-	426	-
294 314		Savoy, . . .	4 62.4	800 00	-	-	173	636 00
295 315		Berlin, . . .	4 60.8	1,000 00	-	-	217	-
323 316		Williamsburg, .	4 55.4	2,500 00	-	-	549	1,127 00
305 317		Mansfield, . . .	4 49.8	2,150 00	-	-	478	-
317 318		Gosnold, . . .	4 34.8	100 00	-	-	23	-
287 319		New Ashford, . .	4 34.8	200 00	-	-	46	75 00
306 320		Mattapoisett, .	4 33.2	1,200 00	-	-	277	-
335 321		Lanesborough, .	4 26.6	1,200 00	114 00	1,314 00	308	-
310 322		Topsfield, . . .	4 23.7	1,000 00	-	-	236	-
282 323		Tolland, . . .	4 16.7	500 00	-	-	120	308 00
314 324		Charlemont, . .	4 13.2	1,000 00	-	-	242	216 00



# SCHOOL RETURNS.

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For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
324	325	Somerset, .	\$4 08.7	\$1,700 00	-	-	416	-
322	326	Sandisfield, .	4 01.8	1,350 00	-	-	336	\$560 00
318	327	Holland, .	3 94.1	300 00	\$19 24	\$319 24	81	-
316	328	Otis, .	3 84.6	800 00	-	-	208	-
332	329	Richmond, .	3 84.6	800 00	-	-	208	-
321	330	Hancock, .	3 56	700 00	12 00	712 00	200	236 00
325	331	Bernardston, .	3 49	600 00	-	-	172	72 00
326	332	Buckland, .	3 45.6	1,500 00	-	-	434	117 00
327	333	W. Stockbridge,	3 10.1	1,200 00	-	-	387	130 50
329	334	Mt. Washington,	3 07.7	200 00	-	-	65	200 00
334	335	Clarksburg, .	2 92.4	500 00	-	-	171	-
		Everett,* .	-	-	-	-	-	-
		Norfolk,* .	-	-	-	-	-	-
		Mashpee,* .	-	-	-	-	-	-
		Gay Head,* .	-	-	-	-	-	-

\* Incorporated at the last session.

## GRADUATED TABLES—FIRST SERIES.

## [COUNTY TABLES.]

*Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.*

## BARNSTABLE COUNTY.

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
3	1	WELLFLEET, .	\$11 73.7	\$5,000 00	-	-	426	-
1	2	Yarmouth, .	10 95.9	4,000 00	-	-	365	-
2	3	Barnstable, .	10 00	10,000 00	-	-	1,000	-
4	4	Provincetown, .	9 03.6	6,461 00	-	-	715	-
5	5	Orleans, .	8 17.8	2,200 00	-	-	269	-
8	6	Eastham, .	7 87.4	1,000 00	-	-	127	-
6	7	Falmouth, .	7 55.6	3,000 00	-	-	397	-
9	8	Sandwich, .	7 18.6	6,000 00	-	-	835	-
7	9	Brewster, .	7 09.2	2,000 00	-	-	282	-
12	10	Truro, .	6 07.3	1,500 00	-	-	247	-
11	11	Dennis, .	5 94.5	5,000 00	-	-	841	\$308 00
10	12	Chatham, .	5 92	3,700 00	-	-	625	70 00
13	13	Harwich, .	5 01.3	4,000 00	-	-	798	175 00

## BERKSHIRE COUNTY.

2	1	PITTSFIELD, .	\$10 02.3	\$21,700 00	-	-	2,165	-
1	2	Lenox, .	9 23.1	3,000 00	-	-	325	\$225 00
3	3	Gt. Barrington, .	8 83	8,000 00	-	-	906	75 00
4	4	Dalton, .	8 29.9	2,000 00	-	-	241	32 00
5	5	Stockbridge, .	7 88.3	3,500 00	-	-	444	-
6	6	Adams, .	7 75.2	16,000 00	-	-	2,064	-
17	7	Williamstown, .	6 74.7	4,500 00	-	-	667	-
10	8	Sheffield, .	6 74.1	3,000 00	\$127 83	\$3,127 83	464	288 00
16	9	Lee, .	6 48.1	5,250 00	-	-	810	170 00
20	10	Egremont, .	6 29	1,000 00	-	-	159	151 00

# SCHOOL RETURNS.

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## BERKSHIRE COUNTY—CONTINUED.

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
11	11	Windsor, .	\$6 10.7	\$800 00	-	-	131	\$870 00
8	12	Hinsdale, .	6 09.8	2,000 00	-	-	328	70 00
9	13	Peru, .	5 66	600 00	-	-	106	30 00
7	14	Alford, .	5 64.6	389 59	-	-	69	70 00
14	15	Tyringham, .	5 64.5	700 00	-	-	124	-
18	16	Monterey, .	5 63.4	800 00	-	-	142	450 00
15	17	N.Marlborough, .	5 39.1	1,500 00	\$327 52	\$1,827 52	339	50 00
26	18	Becket, .	5 27.9	1,800 00	-	-	341	93 00
19	19	Cheshire, .	5 00	1,700 00	-	-	340	-
28	20	Florida, .	5 00	800 00	-	-	160	-
22	21	Washington, .	4 87.8	800 00	-	-	164	-
13	22	Savoy, .	4 62.4	800 00	-	-	173	636 00
12	23	New Ashford, .	4 34.8	200 00	-	-	46	75 00
31	24	Lanesborough, .	4 26.6	1,200 00	114 00	1,314 00	308	-
24	25	Sandisfield, .	4 01.8	1,350 00	-	-	336	560 00
21	26	Otis, .	3 84.6	800 00	-	-	208	122 00
29	27	Richmond, .	3 84.6	800 00	-	-	208	-
23	28	Hancock, .	3 56	700 00	12 00	712 00	200	236 00
25	29	W.Stockbridge, .	3 10.1	1,200 00	-	-	387	130 50
27	30	Mt.Washington, .	3 07.7	200 00	-	-	65	200 00
30	31	Clarksburg, .	2 92.4	500 00	-	-	171	-

## BRISTOL COUNTY.

1	1	N. BEDFORD, .	\$13 51.6	\$50,210 59	-	-	3,715	-
2	2	Fairhaven, .	13 10	6,000 00	-	-	458	-
8	3	Acushnet, .	9 39	2,000 00	-	-	213	-
9	4	Westport, .	9 11	4,300 00	-	-	472	-
6	5	Attleborough, .	8 65.8	11,000 00	-	-	1,282	-
4	6	Taunton, .	8 43.1	27,983 68	-	-	3,319	-
5	7	Dighton, .	8 33.3	2,500 00	-	-	300	-
3	8	Fall River, .	8 31.1	44,000 00	-	-	5,294	-
7	9	Swansea, .	7 44.9	1,906 91	-	-	256	-
12	10	Easton, .	7 08.4	5,200 00	-	-	734	\$600 00
10	11	Seekonk, .	6 97.7	1,200 00	-	-	172	24 00
13	12	Dartmouth, .	6 66.7	4,500 00	-	-	675	-
17	13	Norton, .	6 62.3	2,000 00	-	-	302	-
15	14	Berkley, .	6 57.9	1,000 00	-	-	152	-
11	15	Rehoboth, .	6 44.1	2,498 95	-	-	388	-
14	16	Freetown, .	6 20.7	1,800 00	-	-	290	-
16	17	Raynham, .	5 55.6	1,800 00	-	-	324	-
18	18	Mansfield, .	4 49.8	2,150 00	-	-	478	-
19	19	Somerset, .	4 08.7	1,700 00	-	-	416	-

## BOARD OF EDUCATION.

## DUKES COUNTY.

For 1865-6.	For 1865-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	EDGARTOWN, .	\$7 69.2	\$2,500 00	-	-	325	-
3	2	Chilmark, .	6 62 6	550 00	-	-	83	-
2	3	Tisbury, .	5 96.3	2,200 00	-	-	374	-
4	4	Gosnold, .	4 34.8	100 00	-	-	23	-
		Gay Head,* .	-	-	-	-	-	-
		Mashpee,* .	-	-	-	-	-	-

## ESSEX COUNTY.

1	1	NAHANT, .	\$19 51.2	\$1,600 00	-	-	82	-
2	2	Swampscott, .	16 27.2	5,500 00	-	-	338	-
6	3	Beverly, .	14 10.3	16,500 00	-	-	1,170	-
5	4	Haverhill, .	11 70.9	26,000 00	\$521 18	26,521 18	2,265	-
4	5	North Andover, .	11 43.9	5,800 00	-	-	507	-
3	6	Peabody, .	11 32.5	16,200 00	335 17	16,535 17	1,460	-
14	7	Newburyport, .	9 23.8	24,500 00	-	-	2,652	\$200 00
8	8	Salem, .	9 21	48,215 81	-	-	5,235	-
7	9	Lawrence, .	9 04.5	42,193 20	-	-	4,665	-
13	10	Gloucester, .	9 01.7	25,500 00	-	-	2,828	-
20	11	Manchester, .	9 01	2,775 00	-	-	308	-
27	12	Boxford, .	8 90.3	1,500 00	58 10	1,558 10	175	-
9	13	Lynn, .	8 78.2	49,828 93	-	-	5,674	-
10	14	Andover, .	8 77.6	7,520 77	-	-	857	-
11	15	Bradford, .	8 70.6	3,500 00	-	-	402	-
26	16	Wenham, .	8 57.1	1,500 00	-	-	175	-
12	17	Saugus, .	8 38	3,787 81	-	-	452	-
21	18	Danvers, .	8 07.9	9,185 00	300 00	9,485 00	1,174	45 00
22	19	Methuen, .	8 07.3	4,650 00	-	-	576	-
18	20	Lynnfield, .	7 79.2	1,200 00	-	-	154	-
17	21	Ipswich, .	7 65.2	4,400 00	-	-	575	-
19	22	Georgetown, .	7 55.7	3,000 00	-	-	397	50 00
16	23	Marblehead, .	7 07.5	10,500 00	-	-	1,484	200 00
23	24	Essex, .	7 02.2	2,500 00	-	-	356	48 00
29	25	Hamilton, .	6 94.4	1,000 00	-	-	144	-
30	26	West Newbury, .	6 67.1	2,708 55	-	-	406	-
25	27	Rowley, .	6 63.7	1,500 00	-	-	226	-
28	28	Rockport, .	6 44.1	5,156 59	106 00	5,262 59	817	-
31	29	Newbury, .	6 39.3	1,400 00	-	-	219	65 00
15	30	Amesbury, .	6 30.9	6,000 00	-	-	951	56 00
24	31	Middleton, .	6 26.3	1,300 00	71 68	1,371 68	219	-
32	32	Salisbury, .	5 64.4	4,000 00	159 63	4,159 63	737	-
33	33	Groveland, .	4 86.8	1,752 48	-	-	360	-
34	34	Topsfield, .	4 23.7	1,000 00	-	-	236	-

\* Incorporated at the last session.

# SCHOOL RETURNS.

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## FRANKLIN COUNTY.

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD,	\$11 50	\$6,900 00	-	-	600	-
6	2	Erving, .	10 55.8	1,000 00	\$55 78	\$1,055 78	100	-
3	3	Sunderland, .	9 67.7	1,500 00	-	-	155	-
10	4	New Salem, .	9 25.9	1,500 00	-	-	162	-
8	5	Hawley, .	9 08	1,135 00	-	-	125	-
14	6	Wendell, .	8 98.9	800 00	-	-	89	-
2	7	Conway, .	8 94.6	2,800 00	-	-	313	\$50 00
4	8	Warwick, .	8 76	1,200 00	-	-	137	-
18	9	Rowe, .	7 82.6	900 00	-	-	115	-
15	10	Shutesbury, .	7 69.2	1,000 00	-	-	130	-
5	11	Orange, .	7 50.8	2,500 00	-	-	333	-
9	12	Northfield, .	7 39.5	2,500 00	66 00	2,566 00	347	-
13	13	Heath, .	6 66.7	700 00	-	-	105	58 00
11	14	Deerfield, .	6 63.1	4,575 43	-	-	690	35 00
12	15	Monroe, .	6 41	250 00	-	-	39	-
22	16	Shelburne, .	6 20.7	1,800 00	-	-	290	125 00
2	17	Ashfield, .	6 17.3	1,500 00	-	-	243	372 00
19	18	Gill, .	5 83.3	700 00	-	-	120	384 00
17	19	Leverett, .	5 48.8	900 00	-	-	164	15 00
20	20	Leyden, .	5 43.5	500 00	-	-	92	600 00
16	21	Whately, .	5 36.6	1,100 00	-	-	205	48 00
23	22	Montague, .	5 17.6	2,200 00	-	-	425	-
21	23	Coleraine, .	4 69.3	2,000 00	-	-	426	-
24	24	Charlemont, .	4 13 2	1,000 00	-	-	242	216 00
25	25	Bernardston, .	3 49	600 00	-	-	172	72 00
26	26	Buckland, .	3 45.6	1,500 00	-	-	434	117 00

## HAMPDEN COUNTY.

1	1	SPRINGFIELD,	\$15 30.2	\$63,593 67	-	-	4,156	-
3	2	Westfield, .	11 46	13,350 00	-	-	1,165	-
4	3	Longmeadow, .	10 30.2	2,600 00	\$171 13	\$2,771 13	269	\$20 00
5	4	Chicopee, .	10 14.4	14,200 00	701 45	14,901 45	1,469	-
6	5	Montgomery, .	9 46	700 00	-	-	74	100 00
2	6	Holyoke, .	9 14.3	16,000 00	-	-	1,750	-
12	7	Monson, .	8 36.8	4,000 00	-	-	478	-
13	8	Ludlow, .	7 49	1,700 00	-	-	227	-
7	9	Brimfield, .	7 20	1,800 00	-	-	250	-
17	10	W. Springfield, .	7 18.6	3,600 00	-	-	501	-
8	11	Wales, .	6 29.6	850 00	-	-	135	-
11	12	Agawam, .	5 98.6	1,700 00	-	-	284	-
9	13	Chester, .	5 86.1	1,600 00	-	-	273	600 00
21	14	Granville, .	5 56 1	1,569 37	99 00	1,668 37	300	-
14	15	Palmer, .	5 37.6	4,000 00	-	-	744	-
15	16	Russell, .	5 24.2	650 00	-	-	124	-

## BOARD OF EDUCATION.

## HAMPDEN COUNTY—CONTINUED.

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
19	17	Southwick, .	\$5 19	\$1,500 00	-	-	519	-
10	18	Wilbraham, .	5 15 3	2,000 00	\$102 31	\$2,102 31	408	\$50 00
18	19	Blandford, .	5 06	1,000 00	224 47	1,224 47	242	723 00
16	20	Tolland, .	4 16.7	500 00	-	-	120	308 00
20	21	Holland, .	3 94.1	300 00	19 24	319 24	81	-

## HAMPSHIRE COUNTY.

1	1	AMHERST, .	\$10 98.1	\$7,500 00	-	-	683	-
9	2	Granby, .	10 59.8	1,950 00	-	-	184	-
8	3	Westhampton, .	10 48.9	1,500 00	-	-	143	-
6	4	Greenwich, .	10 10.1	1,000 00	-	-	99	-
2	5	South Hadley, .	9 67.1	5,000 00	-	-	517	-
4	6	Northampton, .	9 56.4	18,812 85	-	-	1,967	-
13	7	Prescott, .	9 37.5	900 00	-	-	96	-
12	8	Ware, .	8 95.4	6,250 00	-	-	698	\$429 00
5	9	Belchertown, .	8 87.6	4,500 00	-	-	507	-
3	10	Pelham, .	8 78.3	1,080 26	-	-	123	-
10	11	Enfield, .	8 76	1,200 00	-	-	137	62 00
7	12	Hatfield, .	8 50.3	2,500 00	-	-	294	-
18	13	Plainfield, .	7 77.8	700 00	-	-	90	162 00
20	14	Goshen, .	7 57.6	500 00	-	-	66	242 50
11	15	Hadley, .	7 53.4	3,300 00	-	-	438	30 00
16	16	Southampton, .	7 49	1,850 00	-	-	247	-
21	17	Huntington, .	6 89.7	1,400 00	-	-	203	-
17	18	Easthampton, .	6 70.3	5,200 00	\$189 00	\$5,389 00	804	-
14	19	Middlefield, .	6 14.9	900 00	90 00	990 00	161	50 00
15	20	Chesterfield, .	6 09.8	1,000 00	-	-	164	525 00
22	21	Cummington, .	5 38.1	1,200 00	-	-	223	700 00
19	22	Worthington, .	5 20.3	800 00	146 98	946 98	182	1,150 00
23	23	Williamsburg, .	4 55.4	2,500 00	-	-	549	1,127 00

## MIDDLESEX COUNTY.

5	1	BRIGHTON, .	\$21 79.3	\$17,500 00	-	-	803	-
2	2	Newton, .	21 39.9	49,430 64	-	-	2,310	-
3	3	Arlington, .	20 33.8	12,345 00	-	-	607	-
1	4	Belmont, .	19 64.3	5,500 00	-	-	280	-
4	5	Medford, .	18 18.4	19,475 00	-	-	1,071	-
7	6	Waltham, .	16 52.8	22,345 33	-	-	1,352	-
6	7	Watertown, .	16 20.1	12,993 21	-	-	802	-
10	8	Lexington, .	15 79	6,000 00	-	-	380	-

## SCHOOL RETURNS.

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## MIDDLESEX COUNTY—CONTINUED.

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
17	9	Framingham, .	15 51.7	\$11,700 00	-	-	754	\$150 00
12	10	Melrose, .	15 42.2	9,500 00	-	-	616	-
11	11	Weston, .	15 36.6	3,104 00	-	-	202	-
13	12	Somerville, .	14 89.4	37,400 00	-	-	2,511	-
15	13	Charlestown, .	14 70.6	87,189 68	-	-	5,929	-
9	14	Lowell, .	14 03.3	86,524 68	-	-	6,166	-
14	15	Malden, .	13 81.9	25,000 00	-	-	1,809	-
8	16	Winchester, .	13 38.9	7,444 22	-	-	556	-
18	17	Lincoln, .	12 30.8	1,600 00	-	-	130	-
16	18	Cambridge, .	12 30.7	93,179 06	-	-	7,571	-
19	19	Concord, .	11 62.2	4,800 00	-	-	413	25 00
25	20	Stoneham, .	11 08	8,000 00	-	-	722	-
22	21	Reading, .	10 57.7	5,500 00	-	-	520	500 00
23	22	Wakefield, .	10 47.5	7,500 00	-	-	716	-
21	23	Burlington, .	10 26.2	1,036 50	-	-	101	-
32	24	Dunstable, .	10 25.6	800 00	-	-	78	-
20	25	Tyngsboro', .	9 90.6	1,050 00	-	-	106	-
24	26	Ashland, .	9 68.7	3,460 00	-	-	351	-
28	27	Wayland, .	9 40.4	2,050 00	-	-	218	-
29	28	Woburn, .	9 24	16,410 64	-	-	1,776	32 00
30	29	Townsend, .	9 04.8	3,031 00	-	-	335	-
34	30	Marlborough, .	9 00.3	15,404 68	-	-	1,711	-
36	31	Boxborough, .	8 64.2	717 25	-	-	83	-
33	32	Ashby, .	8 42.7	1,500 00	-	-	178	-
40	33	Holliston, .	8 30.8	5,400 00	-	-	650	-
39	34	Sherborn, .	8 25.7	1,800 00	-	-	218	25 60
27	35	Bedford, .	8 14.4	1,300 00	\$125 13	\$1,425 13	175	-
26	36	Westford, .	7 88.6	2,500 00	-	-	317	-
47	37	Groton, .	7 73.6	5,500 00	-	-	711	55 00
35	38	Acton, .	7 59.8	2,325 00	-	-	306	-
37	39	Hudson, .	7 53 5	4,800 00	-	-	637	140 00
43	40	Hopkinton, .	7 49.5	7,750 00	-	-	1,034	-
42	41	Billerica, .	7 48.5	2,500 00	-	-	334	-
31	42	Dracut, .	7 43.5	2,700 00	-	-	363	75 00
38	43	Littleton, .	7 24.6	1,500 00	-	-	207	-
51	44	Stow, .	6 96	2,610 00	-	-	375	-
45	45	Natick, .	6 59.3	8,900 00	-	-	1,350	-
48	46	Sudbury, .	6 11.7	2,300 00	-	-	376	-
50	47	Chelmsford, .	6 06.8	2,500 00	-	-	412	-
52	48	Shirley, .	6 06.6	2,000 00	-	-	333	100 00
46	49	Wilmington, .	5 95.2	1,000 00	-	-	168	-
41	50	Tewksbury, .	5 86.1	1,600 00	-	-	273	-
44	51	Carlisle, .	5 84.7	725 00	-	-	124	-
49	52	North Reading, .	5 82.5	1,200 00	-	-	206	-
53	53	Pepperell, .	4 91.8	1,500 00	-	-	305	-
		Everett,* .	-	-	-	-	-	-

\* Incorporated at the last session.

## NANTUCKET COUNTY.

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
		NANTUCKET, .	\$11 73	\$8,000 00	-	-	682	-

## NORFOLK COUNTY.

1	1	DORCHESTER, .	\$25 66.5	\$54,000 00	-	-	2,104	-
4	2	W. Roxbury, .	25 21.2	35,700 00	-	-	1,416	-
3	3	Brookline, .	25 10.8	27,166 92	-	-	1,082	-
2	4	Milton, .	22 83.1	10,000 00	-	-	438	-
7	5	Hyde Park, .	15 62.5	12,000 00	-	-	768	-
6	6	Needham, .	13 33.3	9,000 00	-	-	675	-
5	7	Dedham, .	12 01.5	17,650 00	-	-	1,469	-
8	8	Quincy, .	10 91.2	16,814 67	-	-	1,541	-
20	9	Bellingham, .	9 47.2	2,000 00	\$140 63	\$2,140 63	226	-
9	10	Wrentham, .	9 03	5,000 00	120 10	5,120 10	567	\$80 00
10	11	Walpole, .	8 97.4	3,500 00	-	-	390	500 00
12	12	Foxborough, .	8 74.1	5,000 00	-	-	572	-
15	13	Weymouth, .	7 92	15,000 00	-	-	1,894	-
11	14	Canton, .	7 88.3	7,000 00	-	-	888	-
13	15	Cohasset, .	7 74.3	3,500 00	-	-	452	-
19	16	Braintree, .	7 36.6	5,900 00	-	-	801	-
18	17	Franklin, .	7 32.6	4,000 00	-	-	546	-
17	18	Medway, .	7 26.7	5,000 00	-	-	688	-
14	19	Randolph, .	7 21.5	10,000 00	-	-	1,386	-
16	20	Dover, .	7 03.1	900 00	-	-	128	-
21	21	Sharon, .	6 99.2	1,800 00	122 88	1,922 88	275	-
23	22	Stoughton, .	6 96.9	8,000 00	-	-	1,148	-
22	23	Medfield, .	5 66	1,200 00	-	-	212	-
		Norfolk,*	-	-	-	-	-	-

## PLYMOUTH COUNTY.

3	1	BRIDGEWATER, .	\$12 16	\$7,600 00	-	-	625	-
2	2	Plymouth, .	10 63.8	13,000 00	-	-	1,222	-
6	3	Hull, .	9 52.4	400 00	-	-	42	-
1	4	Kingston, .	9 33.5	2,950 00	-	-	316	\$44 50
4	5	Hingham, .	9 33	7,156 22	-	-	767	-
7	6	Lakeville, .	8 66.6	1,785 25	-	-	206	-
10	7	E. Bridgewater, .	8 37.5	5,000 00	-	-	597	470 00
8	8	Hanover, .	8 22.4	2,500 00	-	-	304	-
20	9	W. Bridgewater, .	7 75.2	3,000 00	-	-	387	87 50
9	10	South Scituate, .	7 64.1	2,200 00	-	-	301	-
15	11	Marshfield, .	7 44.3	2,300 00	-	-	309	33 00
14	12	Middleborough, .	7 42.5	6,950 00	-	-	936	-

\* Incorporated at the last session.



## SCHOOL RETURNS.

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## PLYMOUTH COUNTY—CONTINUED.

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
17	13	Carver, . .	\$7 28.1	\$1,441 64	-	-	198	\$144 00
11	14	Halifax, . .	7 27.3	800 00	-	-	110	-
21	15	Marion, . .	6 98.9	1,300 00	-	-	186	-
13	16	N Bridgewater,	6 91.6	10,000 00	-	-	1,446	400 00
18	17	Abington, . .	6 89	14,000 00	-	-	2,032	-
16	18	Scituate, . .	6 88.1	3,000 00	-	-	436	25 00
5	19	Rochester, . .	6 59.3	1,200 00	-	-	182	-
19	20	Wareham, . .	6 50.4	4,000 00	-	-	615	84 00
12	21	Hanson, . .	6 41	1,500 00	-	-	234	100 00
23	22	Duxbury, . .	6 26.6	2,500 00	-	-	399	-
22	23	Pembroke, . .	5 98.6	1,700 00	-	-	284	16 00
24	24	Plympton, . .	5 62.5	900 00	-	-	160	-
25	25	Mattapoisett, .	4 33.2	1,200 00	-	-	277	-

## SUFFOLK COUNTY.

1	1	BOSTON, . .	\$19 94.2	\$850,000 00	-	-	42624	-
2	2	Chelsea, . .	13 71.7	42,605 00	-	-	3,106	-
3	3	North Chelsea,	13 47.1	2,600 00	-	-	193	-
4	4	Winthrop, . .	8 69.6	1,000 00	-	-	115	-

## WORCESTER COUNTY.

1	1	WORCESTER, .	\$13 21.2	\$90,452 00	-	-	6,846	-
2	2	New Braintree,	12 93.1	1,500 00	-	-	116	-
3	3	Lunenburg, . .	11 39.8	2,199 84	-	-	193	-
7	4	Leicester, . .	10 57.1	5,000 00	-	-	473	\$65 00
35	5	Oakham, . .	10 34.5	1,500 00	-	-	145	-
8	6	Leominster, . .	10 26.3	6,475 73	-	-	631	-
6	7	Warren, . .	10 02.2	4,500 00	-	-	450	-
9	8	Shrewsbury, . .	9 93.4	3,000 00	-	-	302	140 30
18	9	Uxbridge, . .	9 67.9	5,200 00	\$220 00	\$5,420 00	560	-
24	10	Hubbardston, .	9 19.1	2,500 00	-	-	272	-
40	11	Westminster, .	9 12.1	2,800 00	-	-	307	140 00
4	12	Brookfield, . .	9 09.1	4,100 00	-	-	451	-
13	13	Southborough, .	8 88.9	4,000 00	-	-	450	-
47	14	Oxford, . .	8 73.8	4,500 00	-	-	515	-
12	15	Lancaster, . .	8 72.7	2,400 00	-	-	275	-
5	16	Northborough, .	8 70.9	2,700 00	-	-	310	-
15	17	Barre, . .	8 63.2	3,850 00	-	-	446	-
29	18	Douglas, . .	8 62.5	3,700 00	-	-	429	-
34	19	Sterling, . .	8 62.1	2,500 00	-	-	290	-

## BOARD OF EDUCATION.

## WORCESTER COUNTY—CONTINUED.

For 1868-9.	For 1869-70.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
32	20	Holden, . . .	\$8 57.2	\$3,000 00	-	-	350	-
14	21	Fitchburg, . .	8 57.1	18,000 00	-	-	2,100	-
21	22	Petersham, . .	8 33.3	2,000 00	-	-	240	-
23	23	Winchendon, .	7 97.9	4,500 00	-	-	564	-
11	24	Harvard, . . .	7 91.7	2,375 00	-	-	300	\$70 00
36	25	Charlton, . . .	7 89.3	2,912 61	-	-	369	-
16	26	Templeton, . .	7 83.5	3,800 00	-	-	485	24 00
25	27	Hardwick, . . .	7 77.8	3,000 00	-	-	386	-
45	28	Ashburnham, .	7 73.2	3,000 00	-	-	388	-
10	29	Princeton, . .	7 55.6	1,700 00	-	-	225	33 00
52	30	Rutland, . . .	7 53.5	1,446 69	-	-	192	-
20	31	Clinton, . . .	7 53	7,635 86	-	-	1,014	-
49	32	Boylston, . . .	7 40.7	1,200 00	-	-	162	28 00
28	33	Millbury, . . .	7 37.1	6,000 00	-	-	814	-
26	34	Mendon, . . .	7 30.3	1,650 00	\$146 54	\$1,796 54	246	-
37	35	Bolton, . . . .	7 28.2	1,500 00	-	-	206	-
41	36	Paxton, . . . .	7 08	800 00	-	-	113	-
22	37	Upton, . . . .	7 00.5	2,550 00	-	-	364	-
48	38	Sturbridge, . .	6 98.4	2,200 00	-	-	315	-
42	39	Westborough, .	6 72.1	4,550 00	-	-	677	-
17	40	N. Brookfield, .	6 70.8	4,300 00	-	-	641	-
33	41	Northbridge, .	6 57.4	5,200 00	-	-	791	-
44	42	Phillipston, . .	6 53.6	1,000 00	-	-	153	-
19	43	Athol, . . . .	6 50.4	4,000 00	-	-	615	-
46	44	W. Brookfield, .	6 38.9	2,300 00	-	-	360	-
31	45	Milford, . . . .	6 31.3	15,000 00	-	-	2,376	250 00
39	46	Gardner, . . . .	6 30.2	3,800 00	-	-	603	-
54	47	Royalston, . . .	6 17.3	1,500 00	-	-	243	-
30	48	Spencer, . . . .	6 16.4	4,500 00	-	-	730	-
50	49	Grafton, . . . .	5 99.2	5,800 00	-	-	968	-
51	50	Southbridge, . .	5 90.1	7,553 33	-	-	1,280	-
57	51	W. Boylston, . .	5 63.6	3,000 00	195 72	3,195 72	567	-
53	52	Sutton, . . . .	5 58.5	3,200 00	-	-	573	116 00
58	53	Dana, . . . . .	5 55.6	800 00	-	-	144	-
43	54	Blackstone, . .	5 53.9	6,000 00	243 00	6,243 00	1,127	300 00
38	55	Webster, . . . .	5 39.9	4,800 00	-	-	889	-
27	56	Dudley, . . . .	5 04.2	3,000 00	-	-	595	-
56	57	Auburn, . . . .	4 87.8	1,000 00	-	-	205	-
55	58	Berlin, . . . .	4 60.8	1,000 00	-	-	217	-

# A GRADUATED TABLE — FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the ages of 5 and 15 years in the County.

For 1868-9.	For 1869-70.	COUNTIES.	Sum appropriated by Counties for each Child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	SUFFOLK,	\$19 46.7	\$896,205 00	-	\$896,205 00	\$46,038 00	-
4	2	Norfolk,	13 24.7	260,131 59	\$383 61	260,515 20	19,666 00	\$580 00
2	3	Middlesex,	12 83 1	641,840 89	125 13	641,966 02	50,031 00	1,102 60
3	4	Nantucket,	11 73	8,000 00	-	8,000 00	682 00	-
5	5	Hampden,	10 38.5	137,213 04	1,317 60	138,530 64	13,339 00	1,801 00
6	6	Bristol,	9 03.1	173,750 13	-	173,750 13	19,240 00	624 00
7	7	Essex,	9 01.9	343,674 14	1,551 76	345,225 90	38,276 00	664 00
8	8	Worcester,	8 46.8	304,451 06	805 26	305,256 32	36,048 00	1,166 30
9	9	Hampshire,	8 39.3	71,543 11	425 98	71,969 09	8,575 00	4,477 50
11	10	Plymouth,	7 82.6	98,383 11	-	98,383 11	12,571 00	1,404 00
10	11	Barnstable,	7 77.5	53,861 00	-	53,861 00	6,927 00	553 00
14	12	Berkshire,	6 99.7	87,589 59	581 35	88,170 94	12,601 00	4,533 50
12	13	Franklin,	6 90.6	43,060 43	121 78	43,182 21	6,253 00	2,092 00
13	14	Dukes,	6 46.6	5,350 00	-	5,350 00	805 00	-

## AGGREGATE FOR THE STATE.

State,	\$11 54.9	\$3,125,053 09	\$5,312 47	\$3,130,365 56	\$271,052 00	\$18,997 90
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## A GRADUATED TABLE — FIRST SERIES.

*Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the Education of each Child between the ages of 5 and 15 years in the County.*

For 1868-9.	For 1869-70.	COUNTIES.	TOTALS.
1	1	SUFFOLK, . . . . .	\$19 46.7
4	2	Norfolk, . . . . .	13 27.6
2	3	Middlesex, . . . . .	12 85.1
3	4	Nantucket, . . . . .	11 73
5	5	Hampden, . . . . .	10 52
6	6	Bristol, . . . . .	9 06.3
8	7	Essex, . . . . .	9 03.7
7	8	Hampshire, . . . . .	8 91.5
9	9	Worcester, . . . . .	8 50
12	10	Plymouth, . . . . .	7 93.8
10	11	Barnstable, . . . . .	7 85.5
13	12	Berkshire, . . . . .	7 35.7
11	13	Franklin, . . . . .	7 24
14	14	Dukes, . . . . .	6 46.6
Aggregate for the State, . . . . .			\$11 61.9

## GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1865

The first column shows the rank of the cities and towns in a similar Table for 1868-9.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1869-70.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

## GRADUATED TABLES — SECOND SERIES.

[FOR THE STATE.]

*A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1869-70.*

For 1868-9, according to Valuation of 1865.	For 1869-70, according to Valuation of 1865.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
2	1	WELLFLEET, .	\$.007-14	19	33	Springfield, .	\$.004-75
4	2	Somerville, .	6-58	103	34	Oakham, .	4-72
11	3	Hawley, .	6-21	54	35	Northbridge, .	4-71
1	4	Holyoke, .	6-20	22	36	Watertown, .	4-71
5	5	Malden, .	6-19	85	37	West Boylston, .	4-70
33	6	Erving, .	6-09	115	38	Bellingham, .	4-61
23	7	Marlborough, .	6-09	78	39	Brighton, .	4-59
12	8	Stoneham, .	5-99	88	40	Stoughton, .	4-59
16	9	Haverhill, .	5-91	30	41	Worcester, .	4-59
10	10	Gloucester, .	5-66	51	42	Abington, .	4-58
18	11	Melrose, .	5-57	21	43	Warren, .	4-57
7	12	Chelsea, .	5-53	50	44	Shutesbury, .	4-56
3	13	Pelham, .	5-47	52	45	Eastham, .	4-55
6	14	Warwick, .	5-44	53	46	South Hadley, .	4-53
14	15	Ashland, .	5-37	35	47	Wareham, .	4-53
13	16	Westborough, .	5-29	36	48	Webster, .	4-53
63	17	Florida, .	5-25	20	49	Milford, .	4-52
48	18	Westhampton, .	5-15	25	50	N. Bridgewater, .	4-52
8	19	Winchester, .	5-11	40	51	Weymouth, .	4-48
27	20	Newton, .	5-04	28	52	New Salem, .	4-46
41	21	Needham, .	5-00	110	53	Southbridge, .	4-45
9	22	Attleborough, .	4-99	62	54	Barnstable, .	4-41
114	23	Rowe, .	4-99	136	55	Montgomery, .	4-41
32	24	Lynn, .	4-96	31	56	Dudley, .	4-40
17	25	Marblehead, .	4-93	99	57	E. Bridgewater, .	4-40
127	26	Beverly, .	4-91	43	58	Quincy, .	4-39
26	27	Hopkinton, .	4-86	66	59	Arlington, .	4-36
39	28	Natick, .	4-83	59	60	Peabody, .	4-33
95	29	Adams, .	4-78	74	61	Dorchester, .	4-31
29	30	Ware, .	4-78	93	62	Millbury, .	4-51
49	31	Charlestown, .	4-77	72	63	Fitchburg, .	4-25
34	32	Chicopee, .	4-76	65	64	Reading, .	4-25

## SCHOOL RETURNS.

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For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools--equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools--equivalent to mills and hundredths of mills.
80	65	Danvers, .	4-00	82	114	Athol, .	3-08
128	66	Douglas, .	4-24	153	115	Southampton, .	3-68
38	67	Dennis, .	4-23	158	116	Gt. Barrington, .	3-67
87	68	Wakefield, .	4-22	83	117	Dedham, .	3-63
91	69	Bradford, .	4-21	134	118	Greenfield, .	3-63
15	70	Brookfield, .	4-21	76	119	Lenox, .	3-63
64	71	Gardner, .	4-20	98	120	Wrentham, .	3-63
111	72	Framingham, .	4-18	124	121	Manchester, .	3-62
86	73	Southborough, .	4-18	118	122	Montague, .	3-62
42	74	Orange, .	4-17	89	123	Sunderland, .	3-62
129	75	Granby, .	4-15	90	124	Cambridge, .	3-60
24	76	N. Brookfield, .	4-15	160	125	Methuen, .	3-60
44	77	Truro, .	4-14	92	126	Northfield, .	3-60
46	78	Plymouth, .	4-13	165	127	Chester, .	3-59
45	79	Lowell, .	4-12	113	128	Holliston, .	3-59
70	80	Rockport, .	4-11	120	129	Sandwich, .	3-59
55	81	Townsend, .	4-11	96	130	Amesbury, .	3-58
69	82	Westfield, .	4-11	116	131	Medford, .	3-55
57	83	Provincetown, .	4-10	170	132	Groton, .	3-54
108	84	Prescott, .	4-06	121	133	Scituate, .	3-52
37	85	Belchertown, .	4-05	162	134	Holden, .	3-51
56	86	Andover, .	4-03	166	135	Cummington, .	3-50
102	87	Waltham, .	4-02	130	136	Middleton, .	3-50
58	88	Medway, .	3-99	146	137	Fall River, .	3-48
60	89	Conway, .	3-98	81	138	Upton, .	3-46
79	90	Wendell, .	3-97	135	139	Lexington, .	3-44
101	91	Oxford, .	3-96	163	140	Huntington, .	3-42
75	92	Georgetown, .	3-94	94	141	Randolph, .	3-42
47	93	Orleans, .	3-94	276	142	Stow, .	3-41
106	94	Northampton, .	3-93	246	143	Pittsfield, .	3-40
242	95	Harwich, .	3-90	178	144	Fairhaven, .	3-37
105	96	Foxborough, .	3-89	202	145	Hubbardston, .	3-37
71	97	Templeton, .	3-88	109	146	Chatham, .	3-36
185	98	Westminster, .	3-88	273	147	West Roxbury, .	3-36
216	99	Williamstown, .	3-88	139	148	Leominster, .	3-35
84	100	Winchendon, .	3-87	112	149	Hanover, .	3-34
67	101	Greenwich, .	3-83	154	150	Uxbridge, .	3-34
68	102	Franklin, .	3-82	157	151	Wales, .	3-34
123	103	Bridgewater, .	3-81	125	152	Taunton, .	3-31
145	104	Ashburnham, .	3-80	172	153	Dana, .	3-30
140	105	Swampscott, .	3-80	119	154	Spencer, .	3-30
104	106	Clinton, .	3-78	174	155	Woburn, .	3-29
227	107	Becket, .	3-76	211	156	Goshen, .	3-27
97	108	Deerfield, .	3-76	122	157	Hanson, .	3-27
73	109	Clarksburg, .	3-75	132	158	Rehoboth, .	3-27
100	110	Lawrence, .	3-75	141	159	Grafton, .	3-26
117	111	Ludlow, .	3-74	168	160	Middleborough, .	3-26
77	112	Braintree, .	3-73	214	161	Wenham, .	3-24
61	113	Nantucket, .	3-72	294	162	Granville, .	3-23

For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
126	163	Dighton, . .	\$ 003-22	179	212	Mansfield, . .	\$ .002-86
167	164	Tisbury, . .	3-21	175	213	Buckland, . .	2-85
189	165	Charlton, . .	3-20	177	214	Ipswich, . .	2-83
161	166	Newburyport, .	3-20	204	215	Marion, . .	2-83
131	167	Palmer, . .	3-19	181	216	Middlefield, .	2-81
151	168	Canton, . .	3-17	223	217	Weston, . .	2-81
225	169	Easthampton, .	3-17	210	218	Sutton, . .	2-80
173	170	North Andover, .	3-17	180	219	Peru, . .	2-79
208	171	W.Bridgewater, .	3-17	205	220	Andover, . .	2-78
133	172	Berkley, . .	3-16	183	221	Yarmouth, . .	2-78
159	173	Leverett, . .	3-16	264	222	Rutland, . .	2-76
226	174	Monroe, . .	3-15	188	223	Washington, .	2-76
248	175	Carver, . .	3-14	190	224	Essex, . .	2-74
138	176	Blackstone, . .	3-13	191	225	Monterey, . .	2-74
137	177	Coleraine, . .	3-13	267	226	Hardwick, . .	2-73
196	178	Lakeville, . .	3-13	245	227	Longmeadow, .	2-73
221	179	Lee, . .	3-12	306	228	W. Springfield, .	2-73
148	180	Wayland, . .	3-12	193	229	Acton, . .	2-72
207	181	Phillipston, . .	3-11	194	230	Charlemont, . .	2-72
182	182	Leicester, . .	3-09	199	231	New Braintree, .	2-71
142	183	Nahant, . .	3-09	235	232	Easton, . .	2-69
169	184	Walpole, . .	3-09	251	233	Marshfield, . .	2-69
187	185	Petersham, . .	3-07	203	234	Paxton, . .	2-69
144	186	Acushnet, . .	3-05	201	235	Chesterfield, .	2-68
143	187	Russell, . .	3-05	238	236	Mendon, . .	2-68
268	188	Monson, . .	3-04	256	237	Sharon, . .	2-66
222	189	North Chelsea, .	3-02	281	238	Hull, . .	2-65
147	190	Tyngsborough, .	3-02	257	239	Lincoln, . .	2-64
186	191	Boxborough, . .	3-01	269	240	Stockbridge, . .	2-64
149	192	Heath, . .	3-01	224	241	Groveland, . .	2-63
197	193	Lunenburg, . .	3-01	209	242	Windsor, . .	2-63
150	194	Northborough, .	3-01	243	243	South Scituate, .	2-62
198	195	Hingham, . .	2-99	279	244	Sheffield, . .	2-59
195	196	Cohasset, . .	2-98	215	245	Hadley, . .	2-58
176	197	Salem, . .	2-98	295	246	Boylston, . .	2-57
152	198	N.Marlborough, .	2-97	217	247	Otis, . .	2-57
155	199	Plympton, . .	2-96	219	248	Freetown, . .	2-55
230	200	Shirley, . .	2-96	220	249	Harvard, . .	2-55
212	201	Westport, . .	2-96	261	250	Burlington, . .	2-54
156	202	Ashby, . .	2-95	274	251	Cheshire, . .	2-54
213	203	Pembroke, . .	2-95	259	252	Sturbridge, . .	2-54
107	204	Savoy, . .	2-94	231	253	Swansea, . .	2-52
229	205	Plainfield, . .	2-93	228	254	Dover, . .	2-51
164	206	Rowley, . .	2-93	262	255	Brimfield, . .	2-50
253	207	Shrewsbury, . .	2-92	233	256	Westford, . .	2-50
206	208	Bedford, . .	2-91	234	257	Berlin, . .	2-49
184	209	Saugus, . .	2-91	232	258	Brewster, . .	2-49
171	210	Concord, . .	2-89	236	259	Hinsdale, . .	2-49
237	211	West Newbury, .	2-88	277	260	Duxbury, . .	2-48



## SCHOOL RETURNS.

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For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
249	261	Salisbury, .	\$.002-48	312	301	Sherborn, .	\$.002-07
316	262	Southwick, .	2-48	255	302	Carlisle, .	2-05
315	263	Boxford, .	2-47	307	303	Dunstable, .	2-04
200	264	Winthrop, .	2-46	287	304	Dalton, .	2-02
240	265	Ashfield, .	2-45	331	305	Lanesborough, .	1-99
258	266	New Bedford, .	2-45	289	306	Auburn, .	1-98
244	267	Dracut, .	2-43	304	307	Lynnfield, .	1-98
263	268	Holland, .	2-43	290	308	Enfield, .	1-97
239	269	Seekonk, .	2-42	318	309	Medfield, .	1-96
282	270	Edgartown, .	2-41	310	310	Somerset, .	1-96
266	271	Wilbraham, .	2-41	293	311	W. Stockbridge, .	1-95
241	272	Lancaster, .	2-39	300	312	Dartmouth, .	1-85
250	273	Littleton, .	2-37	301	313	New Ashford, .	1-84
297	274	Norton, .	2-37	314	314	Newbury, .	1-82
284	275	Bolton, .	2-36	321	315	Gill, .	1-79
252	276	Milton, .	2-34	308	316	Leyden, .	1-79
254	277	Tyringham, .	2-34	309	317	Wilmington, .	1-78
313	278	Blandford, .	2-31	311	318	Hatfield, .	1-73
260	279	Worthington, .	2-31	325	319	W. Brookfield, .	1-72
286	280	Billerica, .	2-30	329	320	Egremont, .	1-70
302	281	Sterling, .	2-30	288	321	Tolland, .	1-67
303	282	Williamsburg, .	2-30	317	322	Whately, .	1-65
265	283	Mt Washington, .	2-28	319	323	Pepperell, .	1-62
270	284	Halifax, .	2-26	320	324	Chelmsford, .	1-61
298	285	Brookline, .	2-24	322	325	Raynham, .	1-61
275	286	Mattapoisett, .	2-22	324	326	Richmond, .	1-59
272	287	Kingston, .	2-21	328	327	Chilmark, .	1-57
292	288	Sandisfield, .	2-20	323	328	Belmont, .	1-56
192	289	Rochester, .	2-19	327	329	Hancock, .	1-45
305	290	Shelburne, .	2-19	326	330	Topsfield, .	1-45
278	291	Falmouth, .	2-18	330	331	Bernardston, .	1-24
218	292	Princeton, .	2-18	332	332	Alford, .	1-14
280	293	Sudbury, .	2-18	333	333	Gosnold, .	0-88
283	294	Barre, .	2-14			Hudson,* .	-
247	295	Tewksbury, .	2-14			Hyde Park,* .	-
271	296	Boston, .	2-11			Everett,* .	-
291	297	Royalston, .	2-11			Norfolk,* .	-
285	298	Agawam, .	2-08			Gay Head,* .	-
299	299	Hamilton, .	2-08			Mashpee,* .	-
296	300	No. Reading, .	2-08				

\* Newly incorporated.

## GRADUATED TABLES — SECOND SERIES.

## [COUNTY TABLES.]

*In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1869-70.*

## BARNSTABLE COUNTY.

For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	WELFLEET, .	\$.007-14	12	8	Harwich, .	\$.003-90
5	2	Eastham, .	4-55	9	9	Sandwich, .	3-59
7	3	Barnstable, .	4-41	8	10	Chatham, .	3-36
2	4	Dennis, .	4-23	10	11	Yarmouth, .	2-78
3	5	Truro, .	4-14	11	12	Brewster, .	2-49
6	6	Provincetown, .	4-10	13	13	Falmouth, .	2-18
4	7	Orleans, .	3-94				

## BERKSHIRE COUNTY.

1	1	FLORIDA, .	\$.005-25	22	17	Sheffield, .	\$.002-59
4	2	Adams, .	4-78	13	18	Otis, .	2-57
12	3	Williamstown, .	3-88	21	19	Cheshire, .	2-54
15	4	Becket, .	3-76	16	20	Hinsdale, .	2-49
2	5	Clarksburg, .	3-75	18	21	Tyringham, .	2-34
7	6	Gt. Barrington, .	3-67	19	22	Mt. Washington, .	2-28
3	7	Lenox, .	3-63	24	23	Sandisfield, .	2-20
17	8	Pittsfield, .	3-40	23	24	Dalton, .	2-02
14	9	Lee, .	3-12	30	25	Lanesborough, .	1-99
6	10	N. Marlborough, .	2-97	25	26	W. Stockbridge, .	1 95
5	11	Savoy, .	2-94	26	27	New Ashford, .	1-84
8	12	Pernu, .	2-79	29	28	Egremont, .	1-70
9	13	Washington, .	2-76	27	29	Richmond, .	1-59
10	14	Monterey, .	2-74	28	30	Hancock, .	1-45
20	15	Stockbridge, .	2-64	31	31	Alford, .	1-14
11	16	Windsor, .	2-63				

# SCHOOL RETURNS.

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## BRISTOL COUNTY.

For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	ATTLEBORO', .	\$.004-99	13	11	Easton, .	\$.002-69
7	2	Fall River, .	3-48	11	12	Freetown, .	2-55
8	3	Fairhaven, .	3-37	12	13	Swansea, .	2-52
2	4	Taunton, .	3-31	15	14	New Bedford, .	2-45
4	5	Rehoboth, .	3-27	14	15	Seekonk, .	2-42
3	6	Dighton, .	3-22	16	16	Norton, .	2-37
5	7	Berkley, .	3-16	18	17	Somerset, .	1-96
6	8	Acushnet, .	3-05	17	18	Dartmouth, .	1-85
10	9	Westport, .	2-96	19	19	Raynham, .	1-61
9	10	Mansfield, .	2-86				

## DUKES COUNTY.

1	1	TISBURY, .	\$.003-21	3	3	Chilmark, .	\$.001-57
2	2	Edgartown, .	2-41	4	4	Gosnold, .	0-88

## ESSEX COUNTY.

2	1	HAVERHILL, .	\$.005-91	18	18	Newburyport, .	\$.003-20
1	2	Gloucester, .	5-66	20	19	North Andover, .	3-17
4	3	Lynn, .	4-96	16	20	Nabant, .	3-09
3	4	Marblehead, .	4-93	21	21	Salem, .	2-98
13	5	Beverly, .	4-91	19	22	Rowley, .	2-93
5	6	Peabody, .	4-83	23	23	Saugus, .	2-91
8	7	Danvers, .	4-24	28	24	West Newbury, .	2-88
9	8	Bradford, .	4-21	22	25	Ipswich, .	2-83
6	9	Rockport, .	4-11	25	26	Andover, .	2-78
7	10	Georgetown, .	3-94	24	27	Essex, .	2-74
15	11	Swampscott, .	3-80	27	28	Groveland, .	2-63
11	12	Lawrence, .	3-75	29	29	Salisbury, .	2-48
12	13	Manchester, .	3-62	33	30	Boxford, .	2-47
17	14	Methuen, .	3-60	30	31	Hamilton, .	2-08
10	15	Amesbury, .	3-58	31	32	Lynnfield, .	1-98
14	16	Middleton, .	3-50	32	33	Newbury, .	1-82
26	17	Wenham, .	3-24	34	34	Topsfield, .	1-45

## FRANKLIN COUNTY.

2	1	HAWLEY, .	\$.006-21	12	4	Rowe, .	\$.004-99
4	2	Erving, .	6-09	6	5	Shutesbury, .	4-56
1	3	Warwick, .	5-44	3	6	New Salem, .	4-46

## BOARD OF EDUCATION.

## FRANKLIN COUNTY—CONTINUED.

For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
5	7	Orange, .	\$.004-17	15	17	Coleraine, .	\$.003-13
7	8	Conway, .	3-98	16	18	Heath, .	3-01
8	9	Wendell, .	3-97	18	19	Buckland, .	2-85
11	10	Deerfield, .	3-76	19	20	Charlemont, .	2-72
14	11	Greenfield, .	3-63	21	21	Ashfield, .	2-45
13	12	Montague, .	3-62	22	22	Shelburne, .	2-19
9	13	Sunderland, .	3-62	25	23	Gill, .	1-79
10	14	Northfield, .	3-60	23	24	Leyden, .	1-79
17	15	Leverett, .	3-16	24	25	Whately, .	1-65
20	16	Monroe, .	3-15	26	26	Bernardston, .	1-24

## HAMPDEN COUNTY.

1	1	HOLYOKE, .	\$.006-20	15	12	Monson, .	\$.003-04
3	2	Chicopee, .	4-76	11	13	Longmeadow, .	2-73
2	3	Springfield, .	4-75	19	14	W. Springfield, .	2-73
7	4	Montgomery, .	4-41	12	15	Brimfield, .	2-50
4	5	Westfield, .	4-11	21	16	Southwick, .	2-48
5	6	Ludlow, .	3-74	13	17	Holland, .	2-43
10	7	Chester, .	3-59	14	18	Wilbraham, .	2-41
9	8	Wales, .	3-34	20	19	Blandford, .	2-31
18	9	Granville, .	3-23	16	20	Agawam, .	2-08
6	10	Palmer, .	3-19	17	21	Tolland, .	1-67
8	11	Russell, .	3-05				

## HAMPSHIRE COUNTY.

1	1	PELHAM, .	\$.005-47	12	13	Huntington, .	\$.003-42
4	2	Westhampton, .	5-15	16	14	Goshen, .	3-27
2	3	Ware, .	4-78	18	15	Easthampton, .	3-17
5	4	South Hadley, .	4-53	19	16	Plainfield, .	2-93
10	5	Granby, .	4-15	14	17	Middlefield, .	2-81
9	6	Prescott, .	4-06	15	18	Chesterfield, .	2-68
3	7	Belchertown, .	4-05	17	19	Hadley, .	2-58
6	8	Amherst, .	4-03	20	20	Worthington, .	2-31
8	9	Northampton, .	3-93	22	21	Williamsburg, .	2-30
7	10	Greenwich, .	3-83	21	22	Enfield, .	1-97
11	11	Southampton, .	3-68	23	23	Hatfield, .	1-73
13	12	Cumington, .	3-50				

# SCHOOL RETURNS.

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## MIDDLESEX COUNTY.

For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	SOMERVILLE, .	\$.006-58	26	28	Wayland, .	\$.003-12
2	2	Malden, .	6-19	25	29	Tyngsborough, .	3-02
8	3	Marlborough, .	6-09	31	30	Boxborough, .	3-01
4	4	Stoneham, .	5-99	35	31	Shirley, .	2-96
6	5	Melrose, .	5-57	27	32	Ashby, .	2-95
5	6	Ashland, .	5-37	33	33	Bedford, .	2-91
3	7	Winchester, .	5-11	29	34	Concord, .	2-89
10	8	Newton, .	5-04	34	35	Weston, .	2-81
9	9	Hopkinton, .	4-86	32	36	Acton, .	2-72
11	10	Natick, .	4-83	41	37	Lincoln, .	2-64
13	11	Charlestown, .	4-77	42	38	Burlington, .	2-54
7	12	Watertown, .	4-71	36	39	Westford, .	2-50
17	13	Brighton, .	4-59	37	40	Dracut, .	2-43
16	14	Arlington, .	4-36	39	41	Littleton, .	2-37
15	15	Reading, .	4-25	45	42	Billerica, .	2-30
18	16	Wakefield, .	4-22	44	43	Sudbury, .	2-18
21	17	Framingham, .	4-18	38	44	Tewksbury, .	2-14
12	18	Lowell, .	4-12	46	45	No. Reading, .	2-08
14	19	Townsend, .	4-11	49	46	Sherborn, .	2-07
20	20	Waltham, .	4-02	40	47	Carlisle, .	2-05
19	21	Cambridge, .	3-60	47	48	Dunstable, .	2-04
22	22	Holliston, .	3-59	48	49	Wilmington, .	1-78
23	23	Medford, .	3-55	50	50	Pepperell, .	1-62
28	24	Groton, .	3-54	51	51	Chelmsford, .	1-61
24	25	Lexington, .	3-44	52	52	Belmont, .	1-56
43	26	Stow, .	3-41	53	53	Hudson, .	-
30	27	Woburn, .	3-29				

## NANTUCKET COUNTY.

		NANTUCKET, . . . . .	\$.003-72
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## NORFOLK COUNTY.

2	1	NEEDHAM, .	\$.005-00	10	13	Randolph, .	\$.003-42
13	2	Bellingham, .	4-61	20	14	West Roxbury, .	3-36
9	3	Stoughton, .	4-59	14	15	Canton, .	3-17
1	4	Weymouth, .	4-48	15	16	Walpole, .	3-09
3	5	Quincy, .	4-39	16	17	Cohasset, .	2-98
6	6	Dorchester, .	4-31	19	18	Sharon, .	2-66
4	7	Medway, .	3-99	17	19	Dover, .	2-51
12	8	Foxborough, .	3-89	18	20	Milton, .	2-34
5	9	Franklin, .	3-82	21	21	Brookline, .	2-24
7	10	Braintree, .	3-73	22	22	Medfield, .	1-96
8	11	Dedham, .	3-63	23	23	Hyde Park, .	-
11	12	Wrentham, .	3-63				

## BOARD OF EDUCATION.

## PLYMOUTH COUNTY.

For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
4	1	ABINGTON, .	\$.004-58	14	14	Hingham, .	\$.002-99
2	2	Wareham, .	4-53	10	15	Plympton, .	2-96
1	3	N. Bridgewater, .	4-52	17	16	Pembroke, .	2-95
5	4	E. Bridgewater, .	4-40	15	17	Marion, .	2-83
3	5	Plymouth, .	4-13	20	18	Marshfield, .	2-69
9	6	Bridgewater, .	3-81	25	19	Hull, .	2-65
7	7	Scituate, .	3-52	18	20	South Scituate, .	2-62
6	8	Hanover, .	3-34	24	21	Duxbury, .	2-48
8	9	Hanson, .	3-27	21	22	Halifax, .	2-26
11	10	Middleborough, .	3-26	23	23	Mattapoisett, .	2-22
16	11	W. Bridgewater, .	3-17	22	24	Kingston, .	2-21
19	12	Carver, .	3-14	12	25	Rochester, .	2-19
13	13	Lakeville, .	3-13				

## SUFFOLK COUNTY.

1	1	CHELSEA, .	\$.005-53	2	3	Winthrop, .	\$.002-46
3	2	North Chelsea, .	3-02	4	4	Boston, .	2-11

## WORCESTER COUNTY.

1	1	WESTBORO'GH, .	\$.005-29	21	23	Clinton, .	\$.003-78
20	2	Oakham, .	4-72	14	24	Athol, .	3-68
9	3	Northbridge, .	4-71	31	25	Holden, .	3-51
16	4	West Boylston, .	4-70	13	26	Upton, .	3-46
6	5	Worcester, .	4-59	39	27	Hubbardston, .	3-37
4	6	Warren, .	4-57	26	28	Leominster, .	3-35
8	7	Webster, .	4-53	30	29	Uxbridge, .	3-34
3	8	Milford, .	4-52	32	30	Dana, .	3-30
22	9	Southbridge, .	4-45	23	31	Spencer, .	3-30
7	10	Dudley, .	4-40	27	32	Grafton, .	3-26
18	11	Millbury, .	4-31	36	33	Charlton, .	3-20
12	12	Fitchburg, .	4-25	25	34	Blackstone, .	3-13
24	13	Douglas, .	4-24	41	35	Phillipston, .	3-11
2	14	Brookfield, .	4-21	33	36	Leicester, .	3-09
10	15	Gardner, .	4-20	35	37	Petersham, .	3-07
17	16	Southborough, .	4-18	37	38	Lunenburg, .	3-01
5	17	N. Brookfield, .	4-15	29	39	Northborough, .	3-01
19	18	Oxford, .	3-96	48	40	Shrewsbury, .	2-92
11	19	Templeton, .	3-88	42	41	Sutton, .	2-80
34	20	Westminster, .	3-88	50	42	Rutland, .	2-76
15	21	Winchendon, .	3-87	51	43	Hardwick, .	2-73
28	22	Ashburnham, .	3-80	38	44	New Braintree, .	2-71

# SCHOOL RETURNS.

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## WORCESTER COUNTY—CONTINUED.

For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1868-9.	For 1869-70.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
40	45	Paxton, .	\$.002-69	53	52	Bolton, .	\$.002-36
46	46	Mendon, .	2-68	57	53	Sterling, .	2-30
56	47	Boylston, .	2-57	43	54	Princeton, .	2-18
44	48	Harvard, .	2-55	52	55	Barre, .	2-14
49	49	Sturbridge, .	2-54	55	56	Royalston, .	2-11
45	50	Berlin, .	2-49	54	57	Auburn, .	1-98
47	51	Lancaster, .	2-39	58	58	W. Brookfield, .	1-72

## A GRADUATED TABLE—SECOND SERIES.

*The different Counties in the State numerically arranged, according to the Percentage of their Taxable Property, appropriated for the support of Public Schools, for the year 1869-70.*

For 1868-9.	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1865.	Amount contributed for board and fuel.
1	HAMPDEN,	\$ .004-16	\$137,213 04	\$1,317 60	\$138,530 64	\$33,253,177 00	\$1,801 00
3	Middlesex,	4-13	641,840 89	125 13	641,966 02	155,324,723 00	1,102 60
6	Essex, .	3-82	343,674 14	1,551 76	345,225 90	90,393,467 00	664 00
5	Worcester,	3-78	304,451 06	805 26	305,256 32	80,857,766 00	1,166 30
4	Barnstable,	3-77	53,861 00	—	53,861 00	14,276,198 00	553 00
2	Nantucket,	3-72	8,000 00	—	8,000 00	2,152,568 00	—
7	Plymouth,	3-52	98,383 11	—	98,383 11	27,932,058 00	1,404 00
8	Hampshire,	3-51	71,543 11	425 98	71,969 09	20,510,994 00	4,477 50
9	Franklin,	3-31	43,060 43	121 78	43,182 21	13,048,120 00	2,092 00
11	Berkshire,	3-16	87,589 59	581 35	88,170 94	27,937,444 00	4,533 50
10	Bristol, .	2-92	173,750 13	—	173,750 13	59,464,668 00	624 00
12	Norfolk, .	2-74	260,131 59	383 61	260,515 20	95,097,794 00	580 00
14	Dukes, .	2-45	5,350 00	—	5,350 00	2,183,975 00	—
13	Suffolk, .	2-31	896,205 00	—	896,205 00	387,276,700 00	—

## AGGREGATE FOR THE STATE.

14 Counties, . . . .	\$ .003-10	\$3,125,053 09	\$5,312 47	\$3,130,365 56	\$1,009,709,652 00	\$18,997 90
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# SCHOOL RETURNS.

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## *Arrangement of the Counties according to their Appropriations, including Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows :—

For 1868-9.	For 1869-70.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
1	1	HAMPDEN, . . . . .	\$.004-22
3	2	Middlesex, . . . . .	4-14
7	3	Essex, . . . . .	3-83
4	4	Barnstable, . . . . .	3-81
6	5	Worcester, . . . . .	3-79
8	6	Hampshire, . . . . .	3-73
2	7	Nantucket, . . . . .	3-72
9	8	Plymouth, . . . . .	3-57
5	9	Franklin, . . . . .	3-47
10	10	Berkshire, . . . . .	3-32
11	11	Bristol, . . . . .	2-93
12	12	Norfolk, . . . . .	2-75
13	13	Dukes, . . . . .	2-45
14	14	Suffolk, . . . . .	2-31
Aggregate for the State, . . . . .			\$.003-12

## GRADUATED TABLES—THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15 according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths) when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained :—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

## GRADUATED TABLES—THIRD SERIES.

[FOR THE STATE.]

*Table in which all the Towns in the State are numerically arranged according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1869-70.*

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 ENFIELD, .	137	171	1.24-82	34 Royalston, .	243	218	.89-71
2 Oakham, .	145	164	1.13-10	35 Wenham, .	175	157	.89-71
3 Paxton, .	113	127	1.12-39	36 Framingham, .	754	676	.89-66
4 Plainfield, .	90	98	1.09-44	37 Dana, .	144	128	.89-24
5 Heath, .	105	109	1.04-29	38 Wellfleet, .	426	379	.89-18
6 Hubbardston, .	272	274	1.00-92	39 W. Boylston, .	567	505	.89-15
7 Chilmark, .	83	83	1.00-60	40 Bolton, .	206	182	.88-59
8 Rutland, .	192	191	.99-74	41 Petersham, .	240	212	.88-33
9 Sunderland, .	155	153	.99-03	42 Stoneham, .	722	637	.88-29
10 Hawley, .	125	121	.96-80	43 Upton, .	364	320	.88-05
11 New Salem, .	162	156	.96-60	44 Boxborough, .	83	73	.87-95
12 Burlington, .	101	97	.96-53	45 Truro, .	247	217	.87-86
13 Acton, .	306	294	.96-24	46 Winchendon, .	564	495	.87-85
14 Warwick, .	137	131	.95-98	47 Provincetown, .	715	628	.87-83
15 Sherborn, .	218	208	.95-64	48 Pelham, .	123	107	.87-39
16 Wendell, .	89	85	.95-51	49 Yarmouth, .	365	319	.87-39
17 Littleton, .	207	197	.95-41	50 Ashby, .	178	155	.87-36
18 Lunenburg, .	193	183	.95-08	51 W. Roxbury, .	1,416	1,236	.87-29
19 Dunstable, .	78	73	.94-24	52 Sterling, .	290	253	.87-24
20 Hatfield, .	294	277	.94-22	53 Florida, .	160	139	.87-19
21 Ashburnham, .	388	365	.94-07	54 Shelburne, .	290	251	.86-72
22 Greenwich, .	99	93	.93-94	55 N. Braintree, .	116	100	.86-64
23 Lincoln, .	130	122	.93-85	56 Leominster, .	631	546	.86-61
24 Westminster, .	307	287	.93-49	57 Sturbridge, .	315	272	.86-51
25 Tyngsboro', .	106	99	.93-39	58 Wareham, .	615	532	.86-50
26 Waltham, .	1,352	1,260	.93-19	59 Gardner, .	603	520	.86-32
27 Reading, .	520	484	.93-17	60 Holden, .	350	301	.86-14
28 Granby, .	184	171	.92-93	61 Nantucket, .	682	587	.86-14
29 Amherst, .	683	632	.92-61	62 Chelsea, .	3,106	2,670	.85-93
30 Fairhaven, .	458	422	.92-14	63 New Bedford, .	3,715	3,193	.85-96
31 Newton, .	2,310	2,122	.91-88	64 Plympton, .	160	137	.85-94
32 Townsend, .	335	306	.91-49	65 Weston, .	202	173	.85-89
33 Chelmsford, .	412	374	.90-78	66 Gill, .	120	103	.85-83

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.			No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.
			Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals				Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
67	Barre, .	446	.85-31	115	Ashfield, .	243	.80-66
68	Templeton, .	485	.85-26	116	Carlisle, .	124	.80-64
69	Windsor, .	131	.85-11	117	Swampscott, .	338	.80-47
70	Halifax, .	110	.85-00	118	Belmont, .	280	.80-36
71	Mendon, .	246	.84-96	119	W. Newbury, .	406	.80-17
72	Arlington, .	607	.84-93	120	Phillipston, .	153	.80-07
73	Milton, .	438	.84-93	121	Groton, .	711	.80-03
74	Lakeville, .	206	.84-71	122	Belchertown, .	507	.79-98
75	Shirley, .	333	.84-68	123	Woburn, .	1,776	.79-98
76	Ashland, .	351	.84-62	124	E. Bridgewater, .	597	.79-90
77	Leverett, .	164	.84-45	125	Southboro', .	450	.79-89
78	Ware, .	698	.84-31	126	W. Brookfield, .	360	.79-86
79	Northfield, .	347	.84-29	127	Princeton, .	225	.79-56
80	Dighton, .	300	.84-17	128	Wakefield, .	716	.79-26
81	Orleans, .	269	.84-01	129	Conway, .	313	.79-23
82	Marshfield, .	309	.83-98	130	Abington, .	2,032	.79-16
83	Scituate, .	436	.83-94	131	Westfield, .	1,165	.79-14
84	Shrewsbury, .	302	.83-94	132	Dorchester, .	2,104	.79-02
85	Shutesbury, .	130	.83-85	133	Brookline, .	1,082	.78-51
86	Somerville, .	2,511	.83-45	134	Charlestown, .	5,929	.78-51
87	Prescott, .	96	.83-33	135	Hanover, .	304	.78-45
88	Beverly, .	1,170	.83-29	136	Holland, .	81	.78-39
89	Medford, .	1,071	.83-01	137	Savoy, .	173	.78-32
90	Lynnfield, .	154	.82-79	138	Wrentham, .	567	.78-13
91	Orange, .	333	.82-73	139	Concord, .	413	.78-09
92	Gloucester, .	2,828	.82-62	140	Franklin, .	546	.78-02
93	Marion, .	186	.82-53	141	N. Bridgewater, .	1,446	.77-80
94	Brighton, .	803	.82-38	142	Boylston, .	162	.77-78
95	Raynham, .	324	.82-25	143	Bellingham, .	226	.77-65
96	Georgetown, .	397	.82-12	144	Ipswich, .	575	.77-65
97	Warren, .	450	.82-11	145	Danvers, .	1,174	.77-60
98	Kingston, .	316	.81-96	146	Worcester, .	6,846	.77-58
99	Goshen, .	66	.81-82	147	Carver, .	198	.77-53
100	Pepperell, .	305	.81-80	148	Ludlow, .	227	.77-53
101	Manchester, .	308	.81-66	149	Harwich, .	798	.77-44
102	Melrose, .	616	.81-66	150	Mattapoisett, .	277	.77-44
103	Hadley, .	438	.81-62	151	Fitchburg, .	2,100	.77-43
104	Charlton, .	369	.81-57	152	Wilmington, .	168	.77-38
105	Holliston, .	650	.81-38	153	Oxford, .	515	.77-18
106	Bridgewater, .	625	.81-36	154	Huntington, .	203	.77-09
107	Monson, .	478	.81-28	155	Malden, .	1,809	.77-03
108	Uxbridge, .	560	.81-16	156	Barnstable, .	1,000	.76-90
109	Nahant, .	82	.81-10	157	Agawam, .	284	.76-76
110	Seekonk, .	172	.81-10	158	Worthington, .	182	.76-65
111	Erving, .	100	.81-00	159	Athol, .	615	.76-58
112	Dracut, .	363	.80-99	160	Chester, .	273	.76-56
113	Hopkinton, .	1,034	.80-90	161	Freetown, .	290	.76-55
114	Eastham, .	127	.80-71	162	Harvard, .	300	.76-50

## SCHOOL RETURNS.

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TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
163	Hardwick, .	386	294	.76-30	211	Essex, .	356	260	.73-03
164	Wales, .	135	103	.76-29	212	Boston, .	42624	31085	.72-93
165	Spencer, .	730	556	.76-23	213	Deerfield, .	690	502	.72-75
166	N. Andover, .	507	386	.76-13	214	Northampton, .	1,967	1,424	.72-42
167	Taunton, .	3,319	2,526	.76-11	215	Winchester, .	556	402	.72-39
168	Pembroke, .	284	216	.76-06	216	Adams, .	2,064	1,492	.72-29
169	Brookfield, .	451	343	.76-05	217	Barnardston, .	172	124	.72-09
170	Weymouth, .	1,894	1,440	.76-03	218	Middlefield, .	161	116	.72-05
171	Peabody, .	1,460	1,109	.75-99	219	Wayland, .	218	157	.72-02
172	Cummington, .	223	169	.75-78	220	Peru, .	106	76	.71-70
173	Sandisfield, .	336	254	.75-74	221	Dennis, .	841	602	.71-64
174	Stoughton, .	1,148	868	.75-65	222	Methuen, .	576	412	.71-61
175	Winthrop, .	115	87	.75-65	223	S. Hadley, .	517	370	.71-57
176	Haverhill, .	2,265	1,711	.75-56	224	Randolph, .	1,386	991	.71-54
177	Lexington, .	380	287	.75-56	225	Rehoboth, .	388	279	.71-52
178	Easton, .	734	554	.75-54	226	Duxbury, .	399	285	.71-43
179	Northborough, .	310	234	.75-48	227	Walpole, .	390	278	.71-28
180	Berkley, .	152	114	.75-33	228	Attleborough, .	1,282	913	.71-22
181	Watertown, .	802	604	.75-31	229	Douglas, .	429	305	.71-10
182	Rowe, .	115	86	.75-22	230	Hyde Park, .	768	546	.71-09
183	Natick, .	1,350	1,014	.75-11	231	Wilbraham, .	408	289	.70-96
184	Charlemont, .	242	181	.75-00	232	Grafton, .	968	686	.70-92
185	Newbury, .	219	164	.74-89	233	N. Reading, .	206	146	.70-87
186	Leicester, .	473	354	.74-84	234	Rockport, .	817	579	.70-87
187	Westport, .	472	353	.74-79	235	Canton, .	888	629	.70-83
188	Needham, .	675	504	.74-74	236	N Brookfield, .	641	454	.70-83
189	Chesterfield, .	164	122	.74-69	237	W. Bridgew'r, .	387	274	.70-80
190	Dalton, .	241	180	.74-69	238	Egremont, .	159	112	.70-75
191	Springfield, .	4,156	3,102	.74-65	239	Sudbury, .	376	266	.70-74
192	Quincy, .	1,541	1,150	.74-63	240	Auburn, .	205	145	.70-73
193	Andover, .	857	639	.74-62	241	Boxford, .	175	123	.70-57
194	Edgartown, .	325	242	.74-62	242	Tisbury, .	374	263	.70-45
195	Lowell, .	6,166	4,600	.74-61	243	Becket, .	341	240	.70-38
196	Swansea, .	256	191	.74-61	244	Cambridge, .	7,571	5,327	.70-37
197	Russell, .	124	92	.74-60	245	Greenfield, .	600	422	.70-33
198	Leyden, .	92	68	.74-45	246	Hull, .	42	29	.70-24
199	Longmeadow, .	269	200	.74-35	247	Foxborough, .	572	401	.70-10
200	Middleton, .	219	162	.74-20	248	S. Scituate, .	301	211	.70-10
201	Lancaster, .	275	204	.74-18	249	Amesbury, .	951	664	.69-82
202	Norton, .	302	224	.74-17	250	Berlin, .	217	151	.69-82
203	Lee, .	810	600	.74-14	251	Westford, .	317	221	.69-72
204	Bedford, .	175	129	.74-00	252	Topsfield, .	236	164	.69-70
205	Westhampton, .	143	105	.73-78	253	Clinton, .	1,014	705	.69-57
206	Dedham, .	1,469	1,083	.73-76	254	Medway, .	688	478	.69-55
207	Marblehead, .	1,484	1,094	.73-75	255	N. Marlboro', .	339	235	.69-32
208	Monterey, .	142	104	.73-60	256	Billerica, .	334	231	.69-16
209	N. Chelsea, .	193	142	.73-57	257	Westborough, .	677	468	.69-13
210	Plymouth, .	1,222	896	.73-32	258	Hinsdale, .	328	226	.69-05

## BOARD OF EDUCATION.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.			
259	Brimfield, .	250	172	.69-00	300	Dartmouth, .	675 425 .63-04
260	Middleboro', .	936	645	.68-96	301	W. Springfield, .	501 315 .62-87
261	Richmond, .	208	143	.68-75	302	Blandford, .	242 152 .62-81
262	Braintree, .	801	550	.68-73	303	Williamsburg, .	549 339 .61-75
263	Stow, .	375	251	.68-67	304	Montgomery, .	74 45 .61-49
264	Granville, .	300	205	.68-50	305	Newburyport, .	2,652 1,625 .61-27
265	Saugus, .	452	309	.68-47	306	W. Stockb'ge, .	387 236 .61-11
266	Hamilton, .	144	98	.68-40	307	Gt. Barringt'n, .	906 553 .61-04
267	Falmouth, .	397	271	.68-31	308	New Ashford, .	46 28 .60-87
268	Whately, .	205	140	.68-29	309	Marlboro', .	1,711 1,040 .60-78
269	Brewster, .	288	192	.68-26	310	Groveland, .	360 217 .60-42
270	Bradford, .	402	274	.68-16	311	Rochester, .	182 109 .60-16
271	Alford, .	69	47	.68-12	312	Williamstown, .	677 406 .59-97
272	Millbury, .	814	553	.68-00	313	Northbridge, .	791 474 .59-92
273	Montague, .	425	286	.67-41	314	Buckland, .	434 260 .59-91
274	Cohasset, .	452	304	.67-37	315	Chicopee, .	1,469 878 .59-80
275	Mansfield, .	478	322	.67-36	316	Coleraine, .	426 253 .59-51
276	Tyringham, .	124	83	.67-34	317	Dudley, .	595 353 .59-41
277	Sandwich, .	835	561	.67-19	318	Lanesboro', .	308 182 .59-25
278	Lenox, .	325	217	.66-92	319	Washingt'n, .	164 97 .59-15
279	Hanson, .	234	156	.66-88	320	Pittsfield, .	2,165 1,278 .59-03
280	Tewksbury, .	273	182	.66-85	321	Medfield, .	212 124 .58-49
281	Milford, .	2,376	1,581	.66-54	322	Holyoke, .	1,750 1,019 .58-23
282	Sutton, .	573	378	.66-06	323	Hudson, .	637 368 .57-77
283	Otis, .	208	137	.65-87	324	Fall River, .	5,294 3,047 .57-56
284	Palmer, .	744	489	.65-73	325	Hancock, .	200 111 .55-75
285	Rowley, .	226	148	.65-72	326	Southwick, .	289 161 .55-71
286	Dover, .	128	84	.65-63	327	Sheffield, .	464 257 .55-50
287	Tolland, .	120	78	.65-00	328	Monroe, .	39 21 .55-13
288	Chatham, .	625	405	.64-80	329	Lawrence, .	4,665 2,536 .54-36
289	Blackstone, .	1,127	729	.64-73	330	Easthampton, .	804 436 .54-29
290	Acushnet, .	213	137	.64-55	331	Mt. Wash'gton, .	65 34 .53-08
291	Southampton, .	247	159	.64-37	332	Webster, .	889 466 .52-42
292	Sharon, .	275	177	.64-36	333	Salem, .	5,235 2,611 .49-89
293	Hingham, .	767	491	.64-02	334	Southbridge, .	1,280 613 .47-89
294	Stockbridge, .	444	282	.63-63	335	Gosnold, .	23 9 .41-30
295	Clarksburg, .	171	108	.63-45		Everett,* .	- - -
296	Cheshire, .	340	215	.63-24		Gay Head,* .	- - -
297	Lynn, .	5,674	3,584	.63-17		Mashpee,* .	- - -
298	Salisbury, .	737	465	.63-16		Norfolk,* .	- - -
299	Somerset, .	416	262	.63-10			

\* Newly incorporated.

### SCHOOL RETURNS.

GRADUATED TABLES—THIRD SERIES.

## [COUNTY TABLES.]

*Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1869-70.*

[For an explanation of the principle on which these Tables are constructed, see *ante*, p. xcvi.]

## BARNSTABLE COUNTY.

TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	WELLFLEET,	426	379	.89-18.		
2	Truro, .	247	217	.87-86		
3	Provincetown,	715	628	.87-83		
4	Yarmouth, .	365	319	.87-39		
5	Orleans, .	269	226	.84-01		
6	Eastham, .	127	102	.80-71		
7	Harwich, .	798	618	.77-44		
TOWNS.				No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
8	Barnstable, .	1,000	769	.76-90		
9	Dennis, .	841	602	.71-64		
10	Falmouth, .	397	271	.68-31		
11	Brewster, .	288	192	.68-26		
12	Sandwich, .	835	561	.67-19		
13	Chatham, .	625	405	.64-80		
14	Mashpee, .	-	-	-		

## BERKSHIRE COUNTY.

1	FLORIDA, .	160	139	.87-19	17	Lenox, .	325	217	.66-92
2	Windsor, .	131	111	.85-11	18	Otis, .	208	137	.65-87
3	Savoy, .	173	135	.78-32	19	Stockbridge, .	444	282	.63-63
4	Sandisfield, .	336	254	.75-74	20	Clarksburg, .	171	108	.63-45
5	Dalton, .	241	180	.74-69	21	Cheshire, .	340	215	.63-24
6	Lee, .	810	600	.74-14	22	W. St'kbridge, .	387	236	.61-11
7	Monterey, .	142	104	.73-60	23	Gt. Barrington, .	906	553	.61-04
8	Adams, .	2,064	1,492	.72-29	24	New Ashford, .	46	28	.60-87
9	Peru, .	106	76	.71-70	25	Williamstown, .	677	406	.59-97
10	Egremont, .	159	112	.70-75	26	Lanesborough, .	308	182	.59-25
11	Becket, .	341	240	.70-38	27	Washington, .	164	97	.59-15
12	N. Marlboro', .	339	235	.69-32	28	Pittsfield, .	2,165	1,278	.59-03
13	Hinsdale, .	328	226	.69-05	29	Hancock, .	200	111	.55-75
14	Richmond, .	208	143	.68-75	30	Sheffield, .	464	257	.55-50
15	Alford, .	69	47	.68-12	31	Mt. Washing'n, .	65	34	.53-08
16	Tyringham, .	124	83	.67-34					

## BOARD OF EDUCATION.

## BRISTOL COUNTY.

TOWNS.				TOWNS.			
		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon school.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals			
1	FAIRHAVEN,	458	422	.92-14	11	Swansea,	256
2	New Bedford,	3,715	3,193	.85-96	12	Norton,	302
3	Dighton,	300	252	.84-17	13	Rehoboth,	388
4	Raynham,	324	266	.82-25	14	Attleborough,	1,282
5	Seekonk,	172	139	.81-10	15	Mansfield,	478
6	Freetown,	290	222	.76-55	16	Acushnet,	213
7	Taunton,	3,319	2,526	.76-11	17	Somerset,	416
8	Easton,	734	554	.75-54	18	Dartmouth,	675
9	Berkley,	152	114	.75-33	19	Fall River,	5,294
10	Westport,	472	353	.74-79			3,047
							.74-61
							.74-17
							.71-52
							.71-22
							.67-36
							.64-55
							.63-10
							.63-04
							.57-56

## DUKES COUNTY.

1	CHILMARK,	83	83	1.00-60	4	Gosnold,	23	9	.41-30
2	Edgartown,	325	242	.74-62	5	Gay Head,	-	-	-
3	Tisbury,	374	263	.70-45					

## ESSEX COUNTY.

1	WENHAM,	175	157	.89-71	18	Marblehead,	1,484	1,094	.73-75
2	Beverly,	1,170	974	.83-29	19	Essex,	356	260	.73-03
3	Lynnfield,	154	127	.82-79	20	Methuen,	576	412	.71-61
4	Gloucester,	2,828	2,336	.82-62	21	Rockport,	817	579	.70-87
5	Georgetown,	397	326	.82-12	22	Boxford,	175	123	.70-57
6	Manchester,	308	251	.81-66	23	Amesbury,	951	664	.69-82
7	Nabant,	82	66	.81-10	24	Topsfield,	236	164	.69-70
8	Swampscott,	338	272	.80-47	25	Saugus,	452	309	.68-47
9	W. Newbury,	406	325	.80-17	26	Hamilton,	144	98	.68-40
10	Ipswich,	575	446	.77-65	27	Bradford,	402	274	.68-16
11	Danvers,	1,174	911	.77-60	28	Rowley,	226	148	.65-72
12	N. Andover,	507	386	.76-13	29	Lynn,	5,674	3,584	.63-17
13	Peabody,	1,460	1,109	.75-99	30	Salisbury,	737	465	.63-16
14	Haverhill,	2,265	1,711	.75-56	31	Newburyport,	2,652	1,625	.61-27
15	Newbury,	219	164	.74-89	32	Groveland,	360	217	.60-42
16	Andover,	857	639	.74-62	33	Lawrence,	4,665	2,536	.54-36
17	Middleton,	219	162	.74-20	34	Salem,	5,235	2,611	.49-89

## FRANKLIN COUNTY.

1	HEATH,	105	109	1.04-29	3	Hawley,	125	121	.96-80
2	Sunderland,	155	153	.99-03	4	New Salem,	162	156	.96-60



## SCHOOL RETURNS.

ciii

## FRANKLIN COUNTY—CONTINUED.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
5	Warwick, .	137	131	.95-98	16	Rowe, .	115	86	.75-22
6	Wendell, .	89	85	.95-51	17	Charlemont, .	242	181	.75-00
7	Shelburne, .	290	251	.86-72	18	Leyden, .	92	68	.74-45
8	Gill, .	120	103	.85-83	19	Deerfield, .	690	502	.72-75
9	Leverett, .	164	138	.84-45	20	Bernardston, .	172	124	.72-09
10	Northfield, .	347	292	.84-29	21	Greenfield, .	600	422	.70-33
11	Shutesbury, .	130	109	.83-85	22	Whately, .	205	140	.68-29
12	Orange, .	333	275	.82-73	23	Montague, .	425	286	.67-41
13	Erving, .	100	81	.81-00	24	Buckland, .	434	260	.59-91
14	Ashfield, .	243	196	.80-66	25	Coleraine, .	426	253	.59-51
15	Conway, .	313	248	.79-23	26	Monroe, .	39	21	.55-13

## HAMPDEN COUNTY.

1	MONSON, .	478	388	.81-28	12	Brimfield, .	250	172	.69-00
2	Westfield, .	1,163	922	.79-14	13	Granville, .	300	205	.68-50
3	Holland, .	81	63	.78-39	14	Palmer, .	744	489	.65-73
4	Ludlow, .	227	176	.77-53	15	Tolland, .	120	78	.65-00
5	Agawam, .	284	218	.76-76	16	W. Springfield, .	501	315	.62-87
6	Chester, .	273	209	.76-56	17	Blandford, .	242	152	.62-81
7	Wales, .	135	103	.76-29	18	Montgomery, .	74	45	.61-49
8	Springfield, .	4,156	3,102	.74-65	19	Chicopee, .	1,469	878	.59-80
9	Russell, .	124	92	.74-60	20	Holyoke, .	1,750	1,019	.58-23
10	Longmeadow, .	269	200	.74-35	21	Southwick, .	289	161	.55-71
11	Wilbraham, .	408	289	.70-96					

## HAMPSHIRE COUNTY.

1	ENFIELD, .	137	171	1.24-82	13	Huntington, .	203	156	.77-09
2	Plainfield, .	90	98	1.09-44	14	Worthington, .	182	139	.76-65
3	Hatfield, .	294	277	.94-22	15	Cummington, .	223	169	.75-78
4	Greenwich, .	99	93	.93-94	16	Chesterfield, .	164	122	.74-69
5	Granby, .	184	171	.92-93	17	Westhampton, .	143	105	.73-78
6	Amherst, .	683	632	.92-61	18	Northampton, .	1,967	1,424	.72-42
7	Pelham, .	123	107	.87-39	19	Middlefield, .	161	116	.72-05
8	Ware, .	698	588	.84-31	20	South Hadley, .	517	370	.71-57
9	Prescott, .	96	80	.83-33	21	Southampton, .	247	159	.64-37
10	Goshen, .	66	54	.81-82	22	Williamsburg, .	549	339	.61-75
11	Hadley, .	438	357	.81-62	23	Easthampton, .	804	436	.54-29
12	Belchertown, .	507	405	.79-98					

## BOARD OF EDUCATION.

## MIDDLESEX COUNTY.

TOWNS.				TOWNS.			
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1 BURLINGTON,	101	97	.96-53	28 Hopkinton, .	1,034	836	.80-90
2 Acton, .	306	294	.96-24	29 Carlisle, .	124	100	.80-64
3 Sherborn, .	218	208	.95-64	30 Belmont, .	280	225	.80-36
4 Littleton, .	207	197	.95-41	31 Groton, .	711	569	.80-03
5 Dunstable, .	78	73	.94-24	32 Woburn, .	1,776	1,420	.79-98
6 Lincoln, .	130	122	.93-85	33 Wakefield, .	716	567	.79-26
7 Tyngsboro', .	106	99	.93-39	34 Charlestown, .	5,929	4,654	.78-50
8 Waltham, .	1,352	1,260	.93-19	35 Concord, .	413	322	.78-09
9 Reading, .	520	484	.93-17	36 Wilmington, .	168	130	.77-38
10 Newton, .	2,310	2,122	.91-88	37 Malden, .	1,809	1,393	.77-03
11 Townsend, .	335	306	.91-49	38 Lexington, .	380	287	.75-56
12 Chelmsford, .	412	374	.90-78	39 Watertown, .	802	604	.75-31
13 Framingham, .	754	676	.89-66	40 Natick, .	1,350	1,014	.75-11
14 Stoneham, .	722	637	.88-29	41 Lowell, .	6,166	4,600	.74-61
15 Boxborough, .	83	73	.87-95	42 Bedford, .	175	129	.74-00
16 Ashby, .	178	155	.87-36	43 Winchester, .	556	402	.72-39
17 Weston, .	202	173	.85-89	44 Wayland, .	218	157	.72-02
18 Arlington, .	607	515	.84-93	45 N. Reading, .	206	146	.70-87
19 Shirley, .	333	282	.84-68	46 Sudbury, .	376	266	.70-74
20 Ashland, .	351	297	.84-62	47 Cambridge, .	7,571	5,327	.70-37
21 Somerville, .	2,511	2,095	.83-45	48 Westford, .	317	221	.69-72
22 Medford, .	1,071	889	.83-01	49 Billerica, .	334	231	.69-16
23 Brighton, .	803	661	.82-38	50 Stow, .	375	251	.68-67
24 Pepperell, .	305	249	.81-80	51 Tewksbury, .	273	182	.66-85
25 Melrose, .	616	503	.81-66	52 Marlborough, .	1,711	1,040	.60-78
26 Holliston, .	650	529	.81-38	53 Hudson, .	637	368	.57-77
27 Dracut, .	363	294	.80-99	54 Everett, .	-	-	-

## NANTUCKET COUNTY.

NANTUCKET, . . . . .	682	587	.86-14
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## NORFOLK COUNTY.

1 W. ROXBURY, .	1,416	1,236	.87-29	10 Needham, .	675	504	.74-74
2 Milton, .	438	372	.84-93	11 Quincy, .	1,541	1,150	.74-63
3 Dorchester, .	2,104	1,662	.79-02	12 Dedham, .	1,469	1,083	.73-76
4 Brookline, .	1,082	849	.78-51	13 Randolph, .	1,386	991	.71-54
5 Wrentham, .	567	443	.78-13	14 Walpole, .	390	278	.71-28
6 Franklin, .	546	426	.78-02	15 Hyde Park, .	768	546	.71-09
7 Bellingham, .	226	175	.77-65	16 Canton, .	888	629	.70-83
8 Weymouth, .	1,894	1,440	.76-03	17 Foxborough, .	572	401	.70-10
9 Stoughton, .	1,148	868	.75-65	18 Medway, .	688	478	.69-55

# SCHOOL RETURNS.

CV

## NORFOLK COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
19	Braintree, .	801	550	.68-73	22	Sharon, .	275	177	.64-36
20	Cohasset, .	452	304	.67-37	23	Medfield, .	212	124	.58-49
21	Dover, .	128	84	.65-63	24	Norfolk, .	-	-	-

## PLYMOUTH COUNTY.

1	WAREHAM, .	615	532	.86-50	14	Carver, .	198	153	.77-53
2	Plympton, .	160	137	.85-94	15	Mattapoisett, .	277	214	.77-44
3	Halifax, .	110	93	.85-00	16	Pembroke, .	284	216	.76-06
4	Lakeville, .	206	174	.84-71	17	Plymouth, .	1,222	896	.73-32
5	Marshfield, .	309	259	.83-98	18	Duxbury, .	399	285	.71-43
6	Scituate, .	436	366	.83-94	19	W. Bridgew'r, .	387	274	.70-80
7	Marion, .	186	153	.82-53	20	Hull, .	42	29	.70-24
8	Kingston, .	316	259	.81-96	21	S. Scituate, .	301	211	.70-10
9	Bridgewater, .	625	508	.81-36	22	Middleboro', .	936	645	.68-96
10	E. Bridgew'r, .	597	477	.79-90	23	Hanson, .	234	156	.66-88
11	Abington, .	2,032	1,608	.79-16	24	Hingham, .	767	491	.64-02
12	Hanover, .	304	238	.78-45	25	Rochester, .	182	109	.60-16
13	N. Bridgew'r, .	1,446	1,125	.77-80					

## SUFFOLK COUNTY.

1	CHELSEA, .	3,106	2,670	.85-98	3	N. Chelsea, .	193	142	.73-57
2	Winthrop, .	115	87	.75-65	4	Boston, .	42624	31085	.72-93

## WORCESTER COUNTY.

1	OAKHAM, .	145	164	1.13-10	14	Winchendon, .	564	495	.87-85
2	Paxton, .	113	127	1.12-39	15	Sterling, .	290	253	.87-24
3	Hubbardston, .	272	274	1.00-92	16	N. Braintree, .	116	100	.86-64
4	Rutland, .	192	191	.99-74	17	Leominster, .	631	546	.86-61
5	Lunenburg, .	193	183	.95-08	18	Sturbridge, .	315	272	.86-51
6	Ashburnham, .	388	365	.94-07	19	Gardner, .	603	520	.86-32
7	Westminster, .	307	287	.93-49	20	Holden, .	350	301	.86-14
8	Royalston, .	243	218	.89-71	21	Barre, .	446	380	.85-31
9	Dana, .	144	128	.89-24	22	Templeton, .	485	413	.85-26
10	W. Boylston, .	567	505	.89-15	23	Mendon, .	246	209	.84-96
11	Bolton, .	206	182	.88-59	24	Shrewsbury, .	302	253	.83-94
12	Petersham, .	240	212	.88-33	25	Warren, .	450	369	.82-11
13	Upton, .	364	320	.88-05	26	Charlton, .	369	301	.81-57

## BOARD OF EDUCATION.

## WORCESTER COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
27	Uxbridge, .	560	454	.81-16	43	Lancaster, .	275	204	.74-18
28	Phillipston, .	153	122	.80-07	44	Douglas, .	429	305	.71-10
29	Southborough,	450	359	.79-89	45	Grafton, .	968	686	.70-92
30	W. Brookfield,	360	287	.79-86	46	N. Brookfield,	641	454	.70-83
31	Princeton, .	225	179	.79-56	47	Auburn, .	205	145	.70-73
32	Boylston, .	162	126	.77-78	48	Berlin, .	217	151	.69-82
33	Worcester, .	6,846	5,311	.77-58	49	Clinton, .	1,014	705	.69-57
34	Fitchburg, .	2,100	1,626	.77-43	50	Westborough,	677	468	.69-13
35	Oxford, .	515	397	.77-18	51	Millbury, .	814	553	.68-00
36	Athol, .	615	471	.76-58	52	Milford, .	2,376	1,581	.66-54
37	Harvard, .	300	229	.76-50	53	Sutton, .	573	378	.66-06
38	Hardwick, .	386	294	.76-30	54	Blackstone, .	1,127	729	.64-73
39	Spencer, .	730	556	.76-23	55	Northbridge, .	791	474	.59-92
40	Brookfield, .	451	343	.76-05	56	Dudley, .	595	353	.59-41
41	Northborough,	310	234	.75-48	57	Webster, .	889	466	.52-42
42	Leicester, .	473	354	.74-84	58	Southbridge, .	1,280	613	.47-89

# SCHOOL RETURNS.

cvii

*TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1869-70.*

For 1869-9.	For 1869-70.	COUNTIES.	Ratio of attendance, &c.
1	1	Nantucket, . . . . .	.86-14
4	2	Middlesex, . . . . .	.78-36
2	3	Hampshire, . . . . .	.77-83
6	4	Franklin, . . . . .	.76-73
7	5	Plymouth, . . . . .	.76-49
3	6	Barnstable, . . . . .	.76-39
8	7	Worcester, . . . . .	.75-46
5	8	Norfolk, . . . . .	.75-13
11	9	Dukes, . . . . .	.74-41
10	10	Suffolk, . . . . .	.73-82
9	11	Bristol, . . . . .	.72-22
13	12	Hampden, . . . . .	.69-57
12	13	Essex, . . . . .	.66-70
14	14	Berkshire, . . . . .	.65-68

## MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	271,052
Mean average attendance, . . . . .	199,713
Ratio of attendance to the whole number of children between 5 and 15 years of age, expressed in decimals, . . . . .	.74



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